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ABSTRACT

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume 3 (parts 1, 2, and 3) describes reading programs in terms of school, student, and teacher characteristics. Additionally, all program variables that characterized each site are reported. Where appropriate, these variables are described in terms of the extent to which each site included them, and an assessment of their contribution to the success of the program is indicated. Data found in each school-based site self-evaluation are used extensively in volume 3. Section J reports information related to major outcomes identified in the self-evaluations. These are objectives and degree of fulfillment, major findings, and recommendations. Information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total school information. The Right to Read Program at each school receives a description of approximately twenty pages. (WR)

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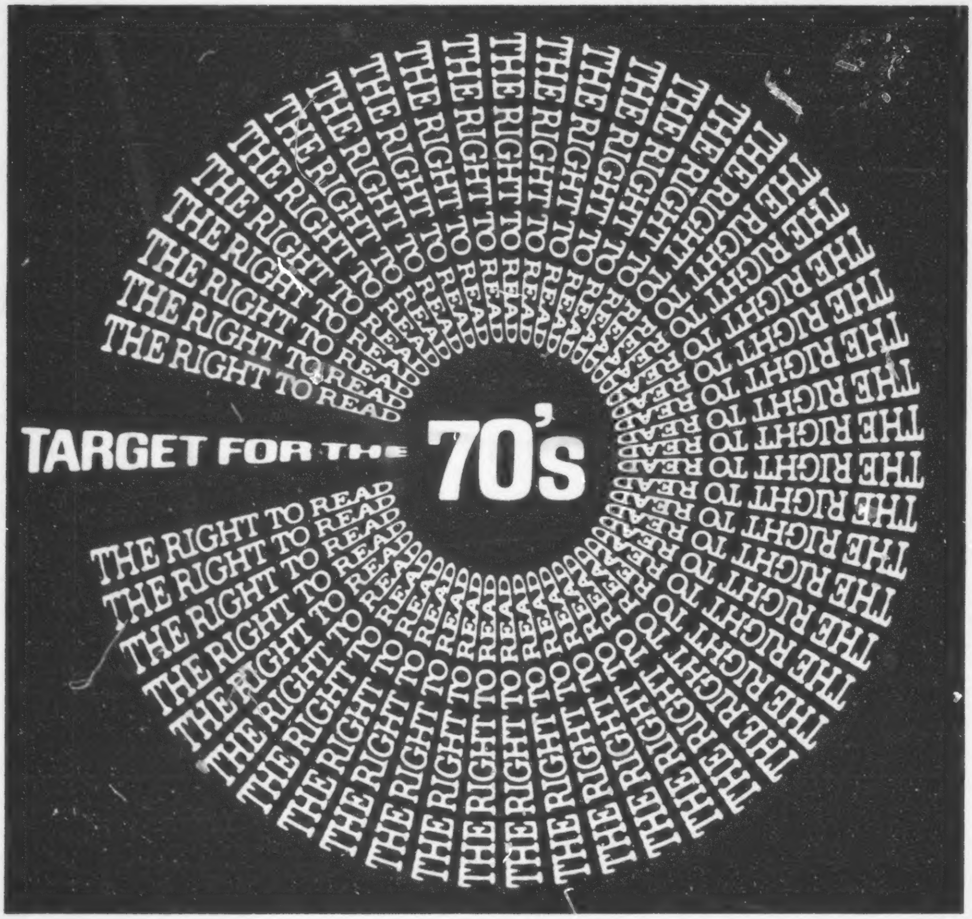
evaluation of school-based right to read sites

CS

volume III
individual site assessments, part I



CONTEMPORARY RESEARCH INCORPORATED

CS 001 077

evaluation of school-based right to read sites

volume III
individual site assessments, part I

OCTOBER 1973

PREPARED FOR:
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INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J. reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.

School: 0101

INDIVIDUAL SITE ASSESSMENT

School: 0101

Grades: 1-5

A. School Characteristics

1. Geographic Region

A	B	C*	D	E	F
		X			

*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 383
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	
1	75	8	
2	75	9	
3	78	10	
4	92	11	
5	63	12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	17
Mexican American	
Puerto Rican	
White	83
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	75		16				84	
2	75		11				89	
3	78		18				82	
4	92		16				84	
5	63		22				78	
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

• Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	2.9	1.7
2	2.0	0.8
3	1.4	1.2
4	1.9	1.4
5	1.6	1.1
6		

- Overall Mean Gain for School (means adjusted for differing class sizes) 2.0 1.4
- Name of Standardized Test(s) Used CAT, Slosson Oral

C. Right to Read Teacher Characteristics

- Total Number Reported 7

	Mean	Range
• Age	37 yrs.	22-55+ yrs.
• No. Years Teaching Experience	13 yrs.	2-32 yrs.

• Sex	Male	Female
No.	0	7
Percent	0	100

• Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1		3			3		
Percent	14		43			43		

• Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	6				

• Area of Degree	Educ	Soc Sci	Human-ities	Fine Arts	Phys Sci	Math	Other	No Indi-cation
No.	7							

• Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		6		

• Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		3	4		

---

*Total number of classes for which achievement data were reported: 18

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		6				1
In-service Training	5	1	1			
Reading Specialist	2	3			1	1
Instructional Materials	3	3	1			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	4
Yes, if changes are made	1
Questionable	1
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	1					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X	X		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
	X	

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☒
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X	X		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
	X	

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☒
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☐
2. Program planning ☒
3. Program implementation ☒
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☒
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☒
12. Community relations ☒
13. Information dissemination ☒
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms	100%
● Were paid	89%
● Were: Parent	11%
Student teacher	
Community organization member	
High school student	44%
Other	100%
● Average number of hours aides worked per semester	426
● Types of Activities Performed:	
Tutoring students	x
Marking tests	x
Distributing materials	x
Working in small and large groups	x
Preparing materials	x
Liaison with parents and other outside personnel	x
Bus monitoring	
Supervising recreational activities in or outside class	x
Classroom maintenance	x
Supervising field trips	x
Other ____________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
8			1

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☐
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☐
  Parents ☐
  No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	x
School visitations, demonstration teaching, classroom observations	x
University courses	x
Video taping, audio-visuals, multi-media	
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
x			

- UTF Members:

Consultants	x
Administrators	x
Reading specialist	
Teachers	x
Parents	x
Others	
No indication	

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	x		

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☒

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☒
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
x			

- UTF members:

Consultants ☒
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	x		

- Types of Activities:

Meet with TATs/consultants ☒
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☒

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☒
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☒
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	184
Reading is taught indirectly through other subject matter	90
Special assistance is provided outside the classroom for students in special need of reading help	6
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	61
Reading specialist (responsible for more than one class)	85
Team teachers	289
Students doing cross-age teaching	2
Tutor-specialist	0
Tutor-aide	126
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	3
Small groups (5 or fewer students)	105
Large groups (6 or more students)	72
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 9

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	98%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		1

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	3
Code emphasis	1
Linguistics	0
Modified alphabet	0
Responsive environment	10
Programmed learning	11
Individualized reading	0
Language experience	0
Eclectic or teacher's own	120
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	8
Other programmed instruction	3
Gaming/simulation	3
Instructional TV	0
Interactive media	55
Intensive involvement	0
Discussion groups	36
Demonstration-performance	23
Lecture	21
Contracts	0
Use of supplementary materials	32
Other	2
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	9
• The teacher has formulated or selected specific objectives for each student.	9
• The teacher has formulated or selected specific objectives for the entire class.	9
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
• Performance of students is measured in terms of objectives set for each individual.	9
• Performance of students is measured in terms of objectives set for the entire class.	5
• Visible records are kept of class performance.	0
• Records of each student's performance are kept with respect to each objective.	9
• Students are kept informed of their progress.	8
• Students are involved in self-evaluation.	7
• Parents are informed of students' progress.	9
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			X
TEACHER Competency	X		
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ___________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

School: 0201

INDIVIDUAL SITE ASSESSMENT

School: 9201

Grades: K-8

A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
					X

*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
		x

3. Student Population (Total School)

- Total Reported Enrollment 802
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	72	7	74
1	83	8	125
2	86	9	
3	86	10	
4	87	11	
5	97	12	
6	92		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	2
Mexican American	
Puerto Rican	
White	87
Other	11

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	72	8	3		5		84	
1	83	8					92	
2	86	6	1		1		90	
3	86	6	2		6		86	
4	87	8	1		3		88	
5	97	7	5				88	
6	92	7					93	
7	74	1	5		1		93	
8	125	12	3		1		84	
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

o Grade Level (includes only levels for which data were reported)	Mean Gain per Month	Std Dev.
1	-0.6	0.8
2	1.2	0.9
3	1.2	1.1
4	1.0	1.0
5	1.1	1.0
6	1.0	1.1
o Overall Mean Gain for School (means adjusted for differing class sizes)	0.9	1.1

o Name of Standardized Test(s) Used MAT

C. Right to Read Teacher Characteristics

o Total Number Reported 24

	Mean	Range
o Age	34.5	20-55+
o No. Years Teaching Experience	9	1-30

o Sex	Male	Female
No.	3	20
Percent	13	87

o Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1					22	1	
Percent	4.2					91.7	4.2	

o Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	18	6			

o Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	20	1	1			1	1	

o Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				23		

o Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		3	5	16	

---

*Total number of classes for which achievement data were reported: 21

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		2	11	2		9
In-service Training	1	3	5	4	3	8
Reading Specialist	4	5	7	2		6
Instructional Materials	2	8	1		1	12

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	11
Yes, if changes are made	7
Questionable	2
No	
No Response	4

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					x	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	x		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
x		x	x		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		x	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		x

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☒
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☐	☒	☐	☐

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms	82%
● Were paid	68%
● Were: Parent	59%
Student teacher	4 %
Community organization member	14%
High school student	
Other	
● Average number of hours aides worked per semester	78
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ______________________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	12		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

☒ Consultants
☐ Technical Assistant Team (TAT) members
☐ Project director
☐ Reading specialist
☐ Classroom teacher
☐ No indication

- Individuals trained:

☐ Reading specialist/teacher
☒ Classroom teachers
☐ Other staff
☒ Paraprofessionals
☐ Parents
☐ No indication

- Training areas·

☐ Learning theory
☐ Student background and self concept
☐ Language development
☐ Motor and perceptual skills
☐ Right to Read Program
☒ Diagnostic/prescriptive approach

☒ Instructional approach
☒ Instructional materials
☒ Teaching techniques
☒ Classroom organization and management
☒ Evaluation
☐ No indication

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☒
  University courses ☒
  Video taping, audio-visuals, multi-media ☒
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☒
Complete PPP ☐

Develop materials ☐
Inservice training ☒
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☒
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☒
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☒
Contracts ☐
Individualized instruction ☐
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☒
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	141
Reading is taught indirectly through other subject matter	180
Special assistance is provided outside the classroom for students in special need of reading help	24
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	395
Reading specialist (responsible for more than one class)	14
Team teachers	0
Students doing cross-age teaching	13
Tutor-specialist	6
Tutor-aide	50
Other	2
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	23
Small groups (5 or fewer students)	50
Large groups (6 or more students)	107
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	87%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		13

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	25
Code emphasis	30
Linguistics	5
Modified alphabet	0
Responsive environment	6
Programmed learning	9
Individualized reading	14
Language experience	12
Eclectic or teacher's own	54
Other	7
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	4
Other programmed instruction	16
Gaming/simulation	3
Instructional TV	7
Interactive media	3
Intensive involvement	0
Discussion groups	30
Demonstration-performance	34
Lecture	20
Contracts	0
Use of supplementary materials	42
Other	14
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
● Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
● The teacher has formulated or selected specific objectives for each student.	10
● The teacher has formulated or selected specific objectives for the entire class.	20
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
● Performance of students is measured in terms of objectives set for each individual.	11
● Performance of students is measured in terms of objectives set for the entire class.	16
● Visible records are kept of class performance.	16
● Records of each student's performance are kept with respect to each objective.	7
● Students are kept informed of their progress.	19
● Students are involved in self-evaluation.	11
● Parents are informed of students' progress.	22
● No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X				X
TEACHER					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior	X				X
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement	x		
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance	x		
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers	x		

SITE DID NOT CLEARLY STATE FINDINGS ____________

---

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
_X_ Increased effort to involve parents/community
___ Increased school-parent communications
_X_ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
_X_ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 0401

INDIVIDUAL SITE ASSESSMENT

School: 0401

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 343
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	22	7	
1	44	8	
2	54	9	
3	52	10	
4	58	11	
5	57	12	
6	56		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	
Mexican American	1
Puerto Rican	
White	99
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	22						100	
1	44						100	
2	54						100	
3	52						100	
4	58						100	
5	57						100	
6	56						100	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	2.6	0.8
3	1.7	1.1
4	1.0	0.6
5	1.4	0.7
6	1.8	0.8

- Overall Mean Gain for School 1.7 1.0
(means adjusted for differing class sizes)
- Name of Standardized Test(s) Used: Stanford Diagnostic, ITBS
Iowa Work Study

C. Right to Read Teacher Characteristics

- Total Number Reported: 7

	Mean	Range
Age	29	20-44
No. Years Teaching Experience	8	1-23

- Sex

	Male	Female
No.	1	6
Percent	14	86

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						7		
Percent						100		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	6	1			

- Area of Degree

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	7							

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		6		

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.		2		5	

---

*Total number of classes for which achievement data were reported: 10

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement			2			5
In-service Training	1	1				5
Reading Specialist	1	1				5
Instructional Materials	1	1				5

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	2
Yes, if changes are made	
Questionable	
No	
No Response	5

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X				

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. **Teacher Aides**

Percentage of Teachers Reporting Aides

• Worked in classrooms		100 %
• Were paid		100 %
• Were:	Parent	
	Student teacher	
	Community organization member	
	High school student	
	Other	100 %
• Average number of hours aides worked per semester		230
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	2		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☒
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☒
Parents ☐
No indication ☐

- Training areas·

Learning theory ☒
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☒
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☒
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☒
  Reading specialist ☒
  Teachers ☒
  Parents ☒
  Others ☐
  No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☒
Identify objectives ☒
Gather data ☐
Complete PPP ☐

Develop materials ☒
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☒
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☒

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☒
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☐
Audio-Visual, Multimedia ☒
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☒
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	202
Reading is taught indirectly through other subject matter	157
Special assistance is provided outside the classroom for students in special need of reading help	0
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	301
Reading specialist (responsible for more than one class)	58
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	0
Tutor-aide	0
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	0
Small groups (5 or fewer students)	136
Large groups (6 or more students)	65
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	0
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	0
Language experience	72
Eclectic or teacher's own	129
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	0
Other programmed instruction	0
Gaming/simulation	0
Instructional TV	2
Interactive media	43
Intensive involvement	33
Discussion groups	52
Demonstration-performance	24
Lecture	0
Contracts	0
Use of supplementary materials	47
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	13
• The teacher has formulated or selected specific objectives for each student.	13
• The teacher has formulated or selected specific objectives for the entire class.	11
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	6
• Performance of students is measured in terms of objectives set for each individual.	13
• Performance of students is measured in terms of objectives set for the entire class.	3
• Visible records are kept of class performance.	13
• Records of each student's performance are kept with respect to each objective.	13
• Students are kept informed of their progress.	13
• Students are involved in self-evaluation.	13
• Parents are informed of students' progress.	13
• No indication	

11. Total Funding for 1972-73 school year: $50,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment: Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency	X	X			
Teacher Attitude	X	X			
Teacher Behavior	X	X			
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude	X	X			
PROGRAM					
Information Dissemination	X	X			
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude	X		
TEACHER			
Competency	X		
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

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*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

X Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

X More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 0509

INDIVIDUAL SITE ASSESSMENT

School: 0509

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 616
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	65	7	
1	68	8	
2	68	9	
3	71	10	
4	94	11	
5	115	12	
6	125		

Educable Handicapped 10

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	
Mexican American	80
Puerto Rican	
White	18
Other	2

B. **Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	65			78			22	
1	68	1		79			18	2
2	68			86			14	
3	71			76			23	1
4	94		2	77	4		16	
5	115			86			14	
6	125		1	83			12	3
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	1.2	0.6
2	2.4	1.5
3	2.0	1.0
4	1.5	1.0
5	2.0	1.3
6	1.8	1.4
Overall Mean Gain for School (means adjusted for differing class sizes)	1.8	1.2

- Name of Standardized Test(s) Used: TOBE, Cooperative, WRAT,CAT

C. Right to Read Teacher Characteristics

- Total Number Reported: 19

	Mean	Range
Age	39	27-55+
No. Years Teaching Experience	10	2-28

Sex	Male	Female
No.	3	14
Percent	18	82

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			1	2		14	1	
Percent			6	11		77	6	

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	15	2			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	10	5	3					

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				18		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		4	14		

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*Total number of classes for which achievement data were reported: 21

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	3	7	2	4		3
In-service Training	7	6	2	1		3
Reading Specialist	5	6	3			5
Instructional Materials	6	9	2	1		1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	16
Yes, if changes are made	1
Questionable	1
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X	X			

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
X			

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☒
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☒
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☒
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

•	Worked in classrooms	95%
•	Were paid	90%
•	Were: Parent	58 %
	Student teacher	10%
	Community organization member	5 %
	High school student	16%
	Other	
•	Average number of hours aides worked per semester	164
•	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other ______________________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	7		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  ☒ Consultants
  ☐ Technical Assistant Team (TAT) members
  ☒ Project director
  ☐ Reading specialist
  ☐ Classroom teacher
  ☐ No indication

- Individuals trained:

  ☐ Reading specialist/teacher
  ☒ Classroom teachers
  ☐ Other staff
  ☒ Paraprofessionals
  ☐ Parents
  ☐ No indication

- Training areas·

☐ Learning theory
☒ Student background and self concept
☐ Language development
☐ Motor and perceptual skills
☐ Right to Read Program
☒ Diagnostic/prescriptive approach

☒ Instructional approach
☒ Instructional materials
☒ Teaching techniques
☒ Classroom organization and management
☒ Evaluation
☐ No indication

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	X
School visitations, demonstration teaching, classroom observations	X
University courses	
Video taping, audio-visuals, multi-media	
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☒
Inservice training ☒
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☒
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☒
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	119
Reading is taught indirectly through other subject matter	205
Special assistance is provided outside the classroom for students in special need of reading help	33
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	239
Reading specialist (responsible for more than one class)	27
Team teachers	101
Students doing cross-age teaching	22
Tutor-specialist	6
Tutor-aide	49
Other	23
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	42
Small groups (5 or fewer students)	58
Large groups (6 or more students)	110
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	92 %	55 %
Non-Standard English	3	14
Spanish	5	19
French		
American Indian language or dialect		
Japanese		
No indication		12

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	44
Code emphasis	30
Linguistics	8
Modified alphabet	1
Responsive environment	49
Programmed learning	8
Individualized reading	27
Language experience	36
Eclectic or teacher's own	23
Other	15
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	8
Other programmed instruction	21
Gaming/simulation	11
Instructional TV	14
Interactive media	11
Intensive involvement	4
Discussion groups	38
Demonstration-performance	35
Lecture	2
Contracts	37
Use of supplementary materials	32
Other	12
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	16
• The teacher has formulated or selected specific objectives for each student.	18
• The teacher has formulated or selected specific objectives for the entire class.	16
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	5
• Performance of students is measured in terms of objectives set for each individual.	18
• Performance of students is measured in terms of objectives set for the entire class.	9
• Visible records are kept of class performance.	10
• Records of each student's performance are kept with respect to each objective.	13
• Students are kept informed of their progress.	19
• Students are involved in self-evaluation.	19
• Parents are informed of students' progress.	18
• No indication	

11. Total Funding for 1972-73 school year: $50,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude	X		
TEACHER			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance	X		
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

X More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 0510

INDIVIDUAL SITE ASSESSMENT

School: 0510

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1,146
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	152	7	
1	170	8	
2	171	9	
3	166	10	
4	168	11	
5	141	12	
6	146	EMR	42

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	89
Mexican American	5
Puerto Rican	
White	5
Other	1

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	152		69	5			5	22
1	170		75	4			3	18
2	171		77	6			3	14
3	166		72	6	1		4	17
4	168		89	5			5	1
5	141		90	3	1		6	
6	146		70	5	3		1	21
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.4	0.6
3	0.5	0.6
4		
5	0.2	1.1
6	0.5	0.9

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.4 0.8
- Name of Standardized Test(s) Used Cooperative Primary, CTBS

C. Right to Read Teacher Characteristics

- Total Number Reported 40

	Mean	Range
Age	36	22-55+
No. Years Teaching Experience	8	1-27

Sex	Male	Female
No.	6	30
Percent	17	83

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	2	1	7			25	2	
Percent	6	2	19			67	6	

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	27	8		1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	15	9	10	2			1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	2	2		32	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	5	21	10		

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*Total number of classes for which achievement data were reported: 22

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		1	6	10	3	19
In-service Training		2	6	9	5	18
Reading Specialist	8	7	6	2	3	13
Instructional Materials	2	9	16	8	2	3

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	22
Yes, if changes are made	11
Questionable	6
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

	Very Useful	Useful	Not Useful	No Indication
- Program Planning Procedure (PPP)	X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

	Very Useful	Useful	Not Useful	No Indication
- Status and Reporting Center (S and RC)				X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☒
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☒
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		30%
• Were paid		15%
• Were:	Parent	17%
	Student teacher	11%
	Community organization member	
	High school student	
	Other	4 %
• Average number of hours aides worked per semester		232
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	4	5	

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☐
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☐
  Parents ☐
  No indication ☐

- Training areas:

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☐

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☒
University courses ☐
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagrostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
☐	☐	☐	☒

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☐
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☒
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	89
Reading is taught indirectly through other subject matter	57
Special assistance is provided outside the classroom for students in special need of reading help	59
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	249
Reading specialist (responsible for more than one class)	48
Team teachers	24
Students doing cross-age teaching	7
Tutor-specialist	0
Tutor-aide	1
Other	11
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	25
Small groups (5 or fewer students)	15
Large groups (6 or more students)	87
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 46

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	71%
Non-Standard English	1	26
Spanish		1
French		
American Indian language or dialect		
Japanese		
No indication		2

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	38
Code emphasis	4
Linguistics	1
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	22
Language experience	4
Eclectic or teacher's own	53
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	0
Other programmed instruction	4
Gaming/simulation	1
Instructional TV	1
Interactive media	0
Intensive involvement	0
Discussion groups	16
Demonstration-performance	68
Lecture	2
Contracts	1
Use of supplementary materials	12
Other	20
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	34
• The teacher has formulated or selected specific objectives for each student.	30
• The teacher has formulated or selected specific objectives for the entire class.	41
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	27
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	25
• Performance of students is measured in terms of objectives set for each individual.	28
• Performance of students is measured in terms of objectives set for the entire class.	27
• Visible records are kept of class performance.	30
• Records of each student's performance are kept with respect to each objective.	27
• Students are kept informed of their progress.	44
• Students are involved in self-evaluation.	26
• Parents are informed of students' progress.	45
• No indication	

11. Total Funding for 1972-73 school year: $60,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior	X				X
Student Reading Achievement	X		X		
Reading-Related Skills					
TEACHER					
Teacher Competency					
Teacher Attitude	X				X
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement		X	
Reading-Related Skills			
Social Skills			
Attitude			X
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement		X	
PROGRAM Success of Inservice Training		X	
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

X More remedial help

X Increased effort to involve parents/community

___ Increased school-parent communications

X More staff training

___ More emphasis on diagnostic-prescriptive approach

X More emphasis on individualization of instruction

X Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 0602

INDIVIDUAL SITE ASSESSMENT

School: 0602

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 622
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	71	7	
1	78	8	
2	63	9	
3	76	10	
4	121	11	
5	101	12	
6	112		

- Student Ethnicity (Total School)

	Percent
American Indian	0.4
Asian	0.5
Black	0.6
Mexican American	12
Puerto Rican	
White	86.5
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	71			12			87	
1	78			12			87	
2	63			12			87	
3	76			12			87	
4	121			12			87	
5	101			12			87	
6	112			12			87	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	1.3	0.8
3	1.5	1.0
4	1.6	1.2
5	1.1	1.0
6	1.5	0.9
Overall Mean Gain for School (means adjusted for differing class sizes)	1.4	1.0

- Name of Standardized Test(s) Used: SAT

C. Right to Read Teacher Characteristics

- Total Number Reported: 21

	Mean	Range
Age	35	22-55+
No. Years Teaching Experience	9	1-27

Sex	Male	Female
No.	2	19
Percent	10	90

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1	1				18		
Percent	5	5				90		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	18	2		1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	18				1	1	1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				19	1	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	5	15		

---

*Total number of classes for which achievement data were reported: 18

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	2	3	7	1		8
In-service Training	17	3	1			
Reading Specialist	7	9	2			3
Instructional Materials	12	8				1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	20
Yes, if changes are made	1
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☒
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☒
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☒
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☐	☐	☐	☒

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☒

H. Teacher Aides

Percentage of Teachers Reporting Aides

•	Worked in classrooms	92%
•	Were paid	52%
•	Were: Parent	56%
	Student teacher	
	Community organization member	
	High school student	48%
	Other	24%
•	Average number of hours aides worked per semester	188
•	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	X
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other ______________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	11	2	

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  - Consultants ☒
  - Technical Assistant Team (TAT) members ☐
  - Project director ☐
  - Reading specialist ☒
  - Classroom teacher ☐
  - No indication ☐

- Individuals trained:

  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☒
  - Parents ☐
  - No indication ☐

- Training areas:

  - Learning theory ☐
  - Student background and self concept ☐
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☐
  - Diagnostic/prescriptive approach ☐
  - Instructional approach ☒
  - Instructional materials ☐
  - Teaching techniques ☒
  - Classroom organization and management ☐
  - Evaluation ☐
  - No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☐
University courses ☐
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants ☐
Administrators ☒
Reading specialist ☒
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☒
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☒
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	103
Reading is taught indirectly through other subject matter	112
Special assistance is provided outside the classroom for students in special need of reading help	76
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	236
Reading specialist (responsible for more than one class)	45
Team teachers	38
Students doing cross-age teaching	7
Tutor-specialist	9
Tutor-aide	16
Other	27
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	30
Small groups (5 or fewer students)	46
Large groups (6 or more students)	115
No indication	

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*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 25

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	92%
Non-Standard English		5
Spanish		1
French		
American Indian language or dialect		
Japanese		
No indication		2

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	26
Code emphasis	22
Linguistics	8
Modified alphabet	1
Responsive environment	8
Programmed learning	5
Individualized reading	11
Language experience	34
Eclectic or teacher's own	49
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	5
Other programmed instruction	10
Gaming/simulation	8
Instructional TV	11
Interactive media	3
Intensive involvement	7
Discussion groups	31
Demonstration-performance	32
Lecture	8
Contracts	2
Use of supplementary materials	38
Other	7
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	24
• The teacher has formulated or selected specific objectives for each student.	19
• The teacher has formulated or selected specific objectives for the entire class.	25
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
• Performance of students is measured in terms of objectives set for each individual.	20
• Performance of students is measured in terms of objectives set for the entire class.	11
• Visible records are kept of class performance.	22
• Records of each student's performance are kept with respect to each objective.	17
• Students are kept informed of their progress.	22
• Students are involved in self-evaluation.	20
• Parents are informed of students' progress.	25
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement	X		
Reading-Related Skills	X		
Social Skills			
Attitude			X
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement	X		
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ____________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

X Increased effort to involve parents/community

___ Increased school-parent communications

X More staff training

X More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

X Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 0801

INDIVIDUAL SITE ASSESSMENT

School: 0801

Grades: K-5

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 928
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	109	7	
1	153	8	
2	143	9	
3	174	10	
4	176	11	
5	173	12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	90
Mexican American	
Puerto Rican	
White	10
Other	

B. **Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	109		78				21	1
1	153		83				14	3
2	143		88				9	3
3	174		91				8	1
4	176		92				8	
5	173		93				7	
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	2.9	0.8
2	0.6	0.8
3	1.7	1.2
4	1.7	1.5
5	1.4	1.1
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	1.6	1.3

- Name of Standardized Test(s) Used: Lee Clark; CTBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 25

	Mean	Range
Age	35	22-55+
No. Years Teaching Experience	9	1-36

Sex	Male	Female
No.	3	22
Percent	12	88

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1	10				13	1	
Percent	4	40				52	4	

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	21	4			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	25							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				22	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	7	15		

---

*Total number of classes for which achievement data were reported: 28

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	3	5	4	3		10
In-service Training	8	8	6			3
Reading Specialist		4	5			16
Instructional Materials	16	7				2

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	23
Yes, if changes are made	1
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
			X	

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		25%
• Were paid		23%
• Were:	Parent	18%
	Student teacher	1 %
	Community organization member	4 %
	High school student	8 %
	Other	4 %
• Average number of hours aides worked per semester		106
• Types of Activities Performed:		
Tutoring students		x
Marking tests		x
Distributing materials		x
Working in small and large groups		x
Preparing materials		x
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		x
Classroom maintenance		x
Supervising field trips		
Other ______________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
16	9		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☒
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☒
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☐

Instructional approach ☒
Instructional materials ☐
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☒
University courses ☐
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants ☐
Administrators ☒
Reading specialist ☒
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☒
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☐
Complete PPP ☐

Develop materials ☒
Inservice training ☐
Budget ☒
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
		X	

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☒
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☒
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☒
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☐
Testing ☐
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☐
Audio-Visual, Multimedia ☒
Commercially made programs ☐
Student grouping ☐
Special classes ☒
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	120
Reading is taught indirectly through other subject matter	171
Special assistance is provided outside the classroom for students in special need of reading help	30
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	304
Reading specialist (responsible for more than one class)	3
Team teachers	6
Students doing cross-age teaching	10
Tutor-specialist	2
Tutor-aide	60
Other	4
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	84
Small groups (5 or fewer students)	37
Large groups (6 or more students)	92
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 25

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	98%	99%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication	2	

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	24
Code emphasis	34
Linguistics	22
Modified alphabet	1
Responsive environment	9
Programmed learning	67
Individualized reading	47
Language experience	23
Eclectic or teacher's own	23
Other	8
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	47
Other programmed instruction	54
Gaming/simulation	7
Instructional TV	4
Interactive media	2
Intensive involvement	3
Discussion groups	18
Demonstration-performance	20
Lecture	10
Contracts	1
Use of supplementary materials	32
Other	1
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	23
• The teacher has formulated or selected specific objectives for each student.	25
• The teacher has formulated or selected specific objectives for the entire class.	23
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
• Performance of students is measured in terms of objectives set for each individual.	23
• Performance of students is measured in terms of objectives set for the entire class.	13
• Visible records are kept of class performance.	23
• Records of each student's performance are kept with respect to each objective.	19
• Students are kept informed of their progress.	25
• Students are involved in self-evaluation.	24
• Parents are informed of students' progress.	25
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior	X				X
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude	X	X			
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement			X
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support	X		
Involvement			
PROGRAM			
Success of Inservice Training	X		
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

X Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

X Increased effort to involve parents/community

___ Increased school-parent communications

X More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1001

INDIVIDUAL SITE ASSESSMENT

School: 1001

Grades: 1-7

A. School Characteristics

1. Geographic Region

A	B	C*	D	E	F
☐	☐	☒	☐	☐	☐

*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

2. Urban-Rural Index

Urban	Suburban	Rural
☐	☒	☐

3. Student Population (Total School)

- Total Reported Enrollment 810
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	94
1	133	8	
2	135	9	
3	124	10	
4	112	11	
5	95	12	
6	117		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	9
Mexican American	
Puerto Rican	
White	91
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	133		5				95	
2	135		7				93	
3	124		7				93	
4	112		10				90	
5	95		10				90	
6	117		12				88	
7	94		12				88	
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level ** (includes only levels for which data were reported)

Grade Level	Mean Gain per Month	St. Dev.
2	0.9	0.6
3	0.8	0.7
4		
5		
7	1.0	1.3

- Overall Mean Gain for School (means adjusted for differing class sizes): 0.9   St. Dev. 0.9
- Name of Standardized Test(s) Used: SAT, Stanford Diagnostic

C. Right to Read Teacher Characteristics

- Total Number Reported: 12

	Mean	Range
Age	20	22-47
No. Years Teaching Experience	6	1-15

- Sex

	Male	Female
No.	-	12
Percent	-	100

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	2		1			8		
Percent	18		9			73		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	11	1			

- Area of Degree

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	11						1	

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		3		9		

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.		3	9		

---

*Total number of classes for which achievement data were reported: 14

**Does not include combined grades

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	4	4	1			3
In-service Training	5	4	1			2
Reading Specialist	10	1	1			
Instructional Materials	10	1	1			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	10
Yes, if changes are made	1
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

Director of County Schools Reading Center

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
				X

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☒
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☒
16. Budget planning ☒
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		88%
• Were paid		82%
• Were:	Parent	29%
	Student teacher	
	Community organization member	
	High school student	
	Other	76%
• Average number of hours aides worked per semester		281
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		
Supervising field trips		
Other ______________________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	5		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☒
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☒
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☒
  University courses ☒
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☐
Develop diagnostic/prescriptive approach ☒
Identify objectives ☒
Gather data ☒
Complete PPP ☒
Develop materials ☐
Inservice training ☐
Budget ☒
Information dissemination ☐
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☒
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☒
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☒
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☒
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	182
Reading is taught indirectly through other subject matter	318
Special assistance is provided outside the classroom for students in special need of reading help	75
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	272
Reading specialist (responsible for more than one class)	34
Team teachers	45
Students doing cross-age teaching	0
Tutor-specialist	110
Tutor-aide	25
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	48
Small groups (5 or fewer students)	25
Large groups (6 or more students)	219
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 17

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	97%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		2

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	62
Code emphasis	8
Linguistics	33
Modified alphabet	1
Responsive environment	22
Programmed learning	14
Individualized reading	37
Language experience	24
Eclectic or teacher's own	45
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	3
Other programmed instruction	6
Gaming/simulation	8
Instructional TV	5
Interactive media	10
Intensive involvement	2
Discussion groups	30
Demonstration-performance	35
Lecture	17
Contracts	1
Use of supplementary materials	90
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	16
The teacher has formulated or selected specific objectives for each student.	13
The teacher has formulated or selected specific objectives for the entire class.	13
The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	6
Performance of students is measured in terms of objectives set for each individual.	13
Performance of students is measured in terms of objectives set for the entire class.	12
Visible records are kept of class performance.	13
Records of each student's performance are kept with respect to each objective.	10
Students are kept informed of their progress.	16
Students are involved in self-evaluation.	13
Parents are informed of students' progress.	15
No indication	

11. Total Funding for 1972-73 school year: $50,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No indication
STUDENT					
Student Attitude					
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
TEACHER					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER			
Competency		X	
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

_X_ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1301

INDIVIDUAL SITE ASSESSMENT

School: 1301

Grades: 1-12

A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
☐	☐	☐	☐	☐	☒

*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
☐	☒	☐

3. Student Population (Total School)

- Total Reported Enrollment 6,046
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	537
1	437	8	517
2	475	9	588
3	433	10	536
4	469	11	464
5	533	12	426
6	511	Spec Ed.	100

- Student Ethnicity (Total School)

	Percent
American Indian	2
Asian	
Black	1
Mexican American	1
Puerto Rican	
White	96
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	150	1					98	
1	437	4					95	
2								
3								
4	469	4					95	
5								
6								
7								
8								
9								
10	110						100	
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3		
4	1.2	1.1
5		
10	0.5	1.1

- Overall Mean Gain for School (means adjusted for differing class sizes) 1.1 1.1
- Name of Standardized Test(s) Used SAT

C. Right to Read Teacher Characteristics

- Total Number Reported 60

	Mean	Range
Age	39	22-55+
No. Years Teaching Experience	12	1-38

Sex	Male	Female
No.	19	41
Percent	32	68

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	6			1		53		
Percent	10			2		88		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	43	16		1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	53	4	1	1			1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		52	4	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		17	39	1	

---

*Total number of classes for which achievement data were reported: 19

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		2	10	5		40
In-service Training	9	34	8	1		8
Reading Specialist	5	21	8	1	1	24
Instructional Materials	12	27	10	1		9

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	50
Yes, if changes are made	6
Questionable	3
No	1
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
X						

E. **Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☒
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☐	☐	☒	☐

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☒
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

Worked in classrooms		100%
Were paid		83%
Were:	Parent	2%
	Student teacher	27%
	Community organization member	2%
	High school student	65%
	Other	75%
Average number of hours aides worked per semester		56
Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		X
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______________________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	35	3	

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☒
  Project director ☒
  Reading specialist ☒
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☒
  Paraprofessionals ☒
  Parents ☐
  No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☒
University courses ☐
Video taping, audio-visuals, multi-media ☒
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☒
No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☒
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☐
Complete PPP ☒

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☒
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☒
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☐
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☒

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	81
Reading is taught indirectly through other subject matter	116
Special assistance is provided outside the classroom for students in special need of reading help	14
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	387
Reading specialist (responsible for more than one class)	2
Team teachers	38
Students doing cross-age teaching	9
Tutor-specialist	6
Tutor-aide	43
Other	5
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	54
Small groups (5 or fewer students)	12
Large groups (6 or more students)	40
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 48

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	97%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		2

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	19
Code emphasis	12
Linguistics	1
Modified alphabet	0
Responsive environment	7
Programmed learning	6
Individualized reading	44
Language experience	8
Eclectic or teacher's own	12
Other	13
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	4
Other programmed instruction	12
Gaming/simulation	4
Instructional TV	1
Interactive media	3
Intensive involvement	1
Discussion groups	24
Demonstration-performance	16
Lecture	18
Contracts	1
Use of supplementary materials	35
Other	5
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	39
• The teacher has formulated or selected specific objectives for each student.	33
• The teacher has formulated or selected specific objectives for the entire class.	45
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	38
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	30
• Performance of students is measured in terms of objectives set for each individual.	30
• Performance of students is measured in terms of objectives set for the entire class.	37
• Visible records are kept of class performance.	37
• Records of each student's performance are kept with respect to each objective.	31
• Students are kept informed of their progress.	47
• Students are involved in self-evaluation.	45
• Parents are informed of students' progress.	45
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment: Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills					
TEACHER					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior	X		X		
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel	X	X			

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach	X		
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
X Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1501

INDIVIDUAL SITE ASSESSMENT

School: 1501
Grades: K-6

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

***States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia**

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 763
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	103	7	
1	96	8	
2	98	9	
3	139	10	
4	97	11	
5	120	12	
6	110		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	42
Mexican American	30
Puerto Rican	18
White	10
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	103		36	45		6	13	1
1	96		38	46		6	9	1
2	98		35	45		10	10	
3	139		41	42		4	11	2
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level	Mean Gain per Month	St. Dev.
1		
2	0.6	0.6
3	0.7	0.5
4		
5		
6		

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.7 0.5
- Name of Standardized Test(s) Used SAT

C. Right to Read Teacher Characteristics

- Total Number Reported 17

	Mean	Range
Age	37	22-55+
No. Years Teaching Experience	12	2-31

- Sex

	Male	Female
No.		16
Percent		100

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1		7			9		
Percent	6		41			53		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	5	12			

- Area of Degree

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	17							

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				17		

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.	4	6	7		

---

*Total number of classes for which achievement data were reported: 10

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		8	4			5
In-service Training	6	7				4
Reading Specialist	1	9	3			4
Instructional Materials	9	6	1			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	9
Yes, if changes are made	[illegible]
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
X			

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6 Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☒
12. Develop team teaching ☐
13. Observe classes ☒
14. Advise on parental involvement ☒
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☒
13. Information dissemination ☒
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		100%
• Were paid		56%
• Were:	Parent	61%
	Student teacher	
	Community organization member	44%
	High school student	
	Other	22%
• Average number of hours aides worked per semester		231
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	13		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  - Consultants ☒
  - Technical Assistant Team (TAT) members ☒
  - Project director ☒
  - Reading specialist ☒
  - Classroom teacher ☐
  - No indication ☐

- Individuals trained:

  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☒
  - Parents ☐
  - No indication ☐

- Training areas·

  - Learning theory ☐
  - Student background and self concept ☒
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☒
  - Diagnostic/prescriptive approach ☒
  - Instructional approach ☒
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☐
  - Evaluation ☒
  - No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐
Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

☐ Meet with TATs/consultants
☐ Develop criteria for student selection or placement
☐ Student diagnosis
☐ Identify tutors
☒ Inservice training
☐ Develop community involvement activities

☐ Status and reporting activities
☐ Record progress
☐ Serve on special committees
☒ Review program progress
☐ Information dissemination
☒ Evaluation
☐ No indication

3. Components of Diagnostic/Prescriptive Approach:

☐ Individualized prescription
☐ Identification of student skill levels
☐ Teacher observation
☐ Contracts
☐ Individualized instruction
☒ Progress checklists
☒ Testing
☐ Review case histories
☐ Staff conferences
☐ Student/teacher conferences

☐ Supplementary materials
☐ Games, manipulatives
☒ Audio-Visual, Multimedia
☐ Commercially made programs
☒ Student grouping
☐ Special classes
☐ Skill sessions
☐ Field trips
☐ Reading/language center
☐ Reading specialist, tutors
☐ Language experience approach
☒ Basal text instruction
☐ No indication

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	167
Reading is taught indirectly through other subject matter	135
Special assistance is provided outside the classroom for students in special need of reading help	10
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	274
Reading specialist (responsible for more than one class)	0
Team teachers	65
Students doing cross-age teaching	1
Tutor-specialist	1
Tutor-aide	1
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	7
Small groups (5 or fewer students)	37
Large groups (6 or more students)	188
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 18

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	97%	87%
Non-Standard English		
Spanish	3	10
French		
American Indian language or dialect		
Japanese		
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	116
Code emphasis	32
Linguistics	26
Modified alphabet	0
Responsive environment	7
Programmed learning	7
Individualized reading	12
Language experience	86
Eclectic or teacher's own	26
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	15
Other programmed instruction	12
Gaming/simulation	4
Instructional TV	0
Interactive media	3
Intensive involvement	9
Discussion groups	39
Demonstration-performance	74
Lecture	46
Contracts	0
Use of supplementary materials	38
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	18
• The teacher has formulated or selected specific objectives for each student.	16
• The teacher has formulated or selected specific objectives for the entire class.	18
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	6
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	5
• Performance of students is measured in terms of objectives set for each individual.	14
• Performance of students is measured in terms of objectives set for the entire class.	13
• Visible records are kept of class performance.	8
• Records of each student's performance are kept with respect to each objective.	17
• Students are kept informed of their progress.	16
• Students are involved in self-evaluation.	14
• Parents are informed of students' progress.	17
• No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		Degree of Accomplishment			
Project Objectives	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement			X
Reading-Related Skills		X	
Social Skills			X
Attitude		X	
TEACHER			
Competency			X
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support			X
Involvement			X
PROGRAM			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

X More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

X Increased effort to involve parents/community

___ Increased school-parent communications

X More staff training

X More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1502

INDIVIDUAL SITE ASSESSMENT

School: 1502

Grades: K-8

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 823
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	69	7	112
1	72	8	106
2	86	9	
3	73	10	
4	76	11	
5	77	12	
6	66	Spec Ed	86

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	35
Mexican American	
Puerto Rican	
White	65
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	30		53				47	
2	34		37				63	
3	31		33				67	
4	37		45				55	
5	28		33				67	
6	32		38				62	
7	39		21				79	
8	52		37				63	
9								
10								
11								
12								
Spec Ed	86							

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	3.0	3.3
2	0.6	0.5
3	1.0	0.7
4	0.7	0.8
5	0.8	0.6
6	1.2	0.9
7	1.2	1.5
8	1.5	1.1
Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	1.0

- Name of Standardized Test(s) Used: **Gates MacGinitie**

C. Right to Read Teacher Characteristics

- Total Number Reported: 24

	Mean	Range
Age	37	22-55+
No. Years Teaching Experience	13	1-28

Sex	Male	Female
No.	1	23
Percent	5	95

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	2		1			21		
Percent	8		5			87		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	9	15			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	23						1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		2		18	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		13	11		

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*Total number of classes for which achievement data were reported: 25

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1	3	10	1		9
In-service Training	6	9	6	1		2
Reading Specialist	11	6	6			1
Instructional Materials	14	6	1	1		2

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	14
Yes, if changes are made	8
Questionable	1
No	1
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
				X		

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☒
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☒
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

•	Worked in classrooms	71%
•	Were paid	71%
•	Were: Parent	17%
	Student teacher	
	Community organization member	
	High school student	
	Other	54%
•	Average number of hours aides worked per semester	152
•	Types of Activities Performed:	
	Tutoring students	X
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	
	Classroom maintenance	X
	Supervising field trips	X
	Other ______________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
15	2		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☒
Classroom teacher ☒
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☐
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☒
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☒
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☒
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	152
Reading is taught indirectly through other subject matter	136
Special assistance is provided outside the classroom for students in special need of reading help	80
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	311
Reading specialist (responsible for more than one class)	10
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	8
Tutor-aide	72
Other	11
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	75
Small groups (5 or fewer students)	64
Large groups (6 or more students)	102
No indication	

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*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 24

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	79
Code emphasis	16
Linguistics	10
Modified alphabet	0
Responsive environment	5
Programmed learning	6
Individualized reading	44
Language experience	23
Eclectic or teacher's own	28
Other	1
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	17
Other programmed instruction	17
Gaming/simulation	5
Instructional TV	5
Interactive media	2
Intensive involvement	0
Discussion groups	18
Demonstration-performance	72
Lecture	7
Contracts	1
Use of supplementary materials	48
Other	14
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
• The teacher has formulated or selected specific objectives for each student.	23
• The teacher has formulated or selected specific objectives for the entire class.	23
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	12
• Performance of students is measured in terms of objectives set for each individual.	24
• Performance of students is measured in terms of objectives set for the entire class.	17
• Visible records are kept of class performance.	24
• Records of each student's performance are kept with respect to each objective.	19
• Students are kept informed of their progress.	24
• Students are involved in self-evaluation.	23
• Parents are informed of students' progress.	24
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills					
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations	X	X			
Inservice Training	X	X			
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			X
Attitude	X		
TEACHER			
Competency			X
Attitude	X		
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support			X
Involvement	X		
PROGRAM			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance	X		
Significant Changes in Reading Approach			X
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
X More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
X Re-definition of needs
___ Improved communication with HEW
X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1504

INDIVIDUAL SITE ASSESSMENT

School: 1504

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1128
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	192	7	
1	173	8	
2	160	9	
3	153	10	
4	157	11	
5	142	12	
6	140	Spec Ed.	15

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	41
Mexican American	16
Puerto Rican	25
White	12
Other	6

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	192		34	22	1	31	6	3
1	173		49	13		20	13	4
2	160		50	15		19	15	
3	153		49	18		19	7	4
4	157		50	19		21	5	3
5	142		54	19	1	19	4	1
6	140	1	58	15		16	7	1
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3	1.0	1.2
4	1.2	1.1
5	0.7	0.9
6	0.9	1.1
Overall Mean Gain for School (means adjusted for differing class sizes)	0.9	1.1

- Name of Standardized Test(s) Used: MAT

C. Right to Read Teacher Characteristics

- Total Number Reported: 31

	Mean	Range
Age	36	22-55+
No. Years Teaching Experience	10	1-27

Sex	Male	Female
No.	3	28
Percent	10	90

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1	23				5		
Percent	4	79				17		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	18	12		1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	28		2				1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		4	1	25	1	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	13	13	5		

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*Total number of classes for which achievement data were reported: 20

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1	1	5	4		20
In-service Training	1	12	12		3	3
Reading Specialist	1	4	6	6	4	10
Instructional Materials	1	3	10	5	4	8

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	10
Yes, if changes are made	11
Questionable	6
No	
No Response	4

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
			X	

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☒
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☒
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☒
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	73%
• Were paid	57%
• Were: Parent	22%
Student teacher	5%
Community organization member	8%
High school student	
Other	35%
• Average number of hours aides worked per semester	187
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ______________________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	13	1	4

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:
  - Consultants ☒
  - Technical Assistant Team (TAT) members ☐
  - Project director ☐
  - Reading specialist ☐
  - Classroom teacher ☐
  - No indication ☐
- Individuals trained:
  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☐
  - Parents ☐
  - No indication ☐
- Training areas·
  - Learning theory ☐
  - Student background and self concept ☐
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☒
  - Diagnostic/prescriptive approach ☒
  - Instructional approach ☒
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☐
  - Evaluation ☐
  - No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☒
Identify objectives ☒
Gather data ☐
Complete PPP ☒

Develop materials ☐
Inservice training ☐
Budget ☒
Information dissemination ☐
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☒
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	120
Reading is taught indirectly through other subject matter	209
Special assistance is provided outside the classroom for students in special need of reading help	10
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	248
Reading specialist (responsible for more than one class)	3
Team teachers	1
Students doing cross-age teaching	0
Tutor-specialist	3
Tutor-aide	48
Other	6
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	38
Small groups (5 or fewer students)	32
Large groups (6 or more students)	124
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 37

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	87 %	62 %
Non-Standard English	2	6
Spanish	10	28
French		
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	39
Code emphasis	15
Linguistics	18
Modified alphabet	3
Responsive environment	3
Programmed learning	16
Individualized reading	20
Language experience	23
Eclectic or teacher's own	21
Other	1
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	14
Other programmed instruction	20
Gaming/simulation	4
Instructional TV	0
Interactive media	4
Intensive involvement	5
Discussion groups	35
Demonstration-performance	25
Lecture	17
Contracts	1
Use of supplementary materials	27
Other	1
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	31
• The teacher has formulated or selected specific objectives for each student.	33
• The teacher has formulated or selected specific objectives for the entire class.	32
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	21
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	20
• Performance of students is measured in terms of objectives set for each individual.	33
• Performance of students is measured in terms of objectives set for the entire class.	23
• Visible records are kept of class performance.	25
• Records of each student's performance are kept with respect to each objective.	27
• Students are kept informed of their progress.	35
• Students are involved in self-evaluation.	33
• Parents are informed of students' progress.	35
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		Degree of Accomplishment			
Project Objectives	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency	X		X		
Teacher Attitude	X		X		
Teacher Behavior	X	X			
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude	X		X		
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel	X	X			

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			X
Attitude	X		
TEACHER			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support			X
Involvement			X
PROGRAM			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS __________

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*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

X Increased emphasis on improving student attitude

___ More remedial help

X Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

X Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1505

INDIVIDUAL SITE ASSESSMENT

School: 1505

Grades: K-5, 7, 8

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1291
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	142	7	147
1	170	8	161
2	165	9	
3	171	10	
4	166	11	
5	169	12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	96
Mexican American	
Puerto Rican	
White	4
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	142		97				3	
1	170		99				1	
2	165		97				3	
3	171		98				2	
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	1.1	0.5
3	1.0	0.7
4		
5		
6		

- Overall Mean Gain for School 1.0 0.6
  (means adjusted for differing class sizes)
- Name of Standardized Test(s) Used MAT

C. Right to Read Teacher Characteristics

- Total Number Reported 19

	Mean	Range
Age	31	22-47
No. Years Teaching Experience	7	1-23

Sex	Male	Female
No.	-	19
Percent	-	100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1		7			11		
Percent	7		36			57		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	13	6			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	19							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				19		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		12	7		

---

*Total number of classes for which achievement data were reported: 10

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		2	1	3		13
In-service Training	2	11	3			3
Reading Specialist		7	4	1		7
Instructional Materials	2	10	5			2

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	11
Yes, if changes are made	8
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X	X			

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☒
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
			X

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☒

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms		5%
● Were paid		5%
● Were:	Parent	5%
	Student teacher	
	Community organization member	
	High school student	
	Other	
● Average number of hours aides worked per semester		430
● Types of Activities Performed:		
Tutoring students		X
Marking tests		
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		
Other ______________________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	1		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☐
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☐
Classroom teacher ☐
No indication ☒

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☐
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☒
Diagnostic/prescriptive approach ☒

Instructional approach ☐
Instructional materials ☒
Teaching techniques ☐
Classroom organization and management ☐
Evaluation ☒
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	166
Reading is taught indirectly through other subject matter	4
Special assistance is provided outside the classroom for students in special need of reading help	19
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	160
Reading specialist (responsible for more than one class)	0
Team teachers	0
Students doing cross-age teaching	13
Tutor-specialist	0
Tutor-aide	2
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	5
Small groups (5 or fewer students)	10
Large groups (6 or more students)	149
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	84%	83%
Non-Standard English	16	17
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	12
Code emphasis	12
Linguistics	0
Modified alphabet	0
Responsive environment	3
Programmed learning	0
Individualized reading	4
Language experience	8
Eclectic or teacher's own	126
Other	4
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	0
Other programmed instruction	0
Gaming/simulation	1
Instructional TV	10
Interactive media	0
Intensive involvement	2
Discussion groups	36
Demonstration-performance	65
Lecture	0
Contracts	0
Use of supplementary materials	25
Other	2
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	19
The teacher has formulated or selected specific objectives for each student.	19
The teacher has formulated or selected specific objectives for the entire class.	19
The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	17
Performance of students is measured in terms of objectives set for each individual.	18
Performance of students is measured in terms of objectives set for the entire class.	18
Visible records are kept of class performance.	18
Records of each student's performance are kept with respect to each objective.	18
Students are kept informed of their progress.	17
Students are involved in self-evaluation.	1
Parents are informed of students' progress.	18
No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior	X				X
Student Reading Achievement	X				X
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X				X
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS X

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
X More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
X More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1601

INDIVIDUAL SITE ASSESSMENT

School: 1601

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
☐	☐	☐	☐	☒	☐

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
☒	☐	☐

3. Student Population (Total School)

- Total Reported Enrollment 359
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	54	7	
1	37	8	
2	51	9	
3	48	10	
4	56	11	
5	64	12	
6	49		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	0.5
Black	67
Mexican American	
Puerto Rican	
White	32
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	54		55				45	
1	37		75				25	
2	51		72				28	
3	48		83				17	
4	56		69				31	
5	64		78		1		21	
6	49		77		1		22	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	0.6	0.5
2	1.5	1.8
3	1.1	0.9
4	1.1	0.9
5	0.6	0.9
6	2.3	1.9
Overall Mean Gain for School (means adjusted for differing class sizes)	1.2	1.4

- Name of Standardized Test(s) Used: Metropolitan Reading

C. Right to Read Teacher Characteristics

- Total Number Reported: 16

	Mean	Range
Age	35	22-55+
No. Years Teaching Experience	8	1-22

Sex	Male	Female
No.	2	14
Percent	13	87

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.		1	2			13		
Percent		7	12			81		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	10	5		1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	14						2	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		2		14		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	9	4	2	

---

*Total number of classes for which achievement data were reported: 14

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	3	4	4	2		3
In-service Training	6	6	2	1		1
Reading Specialist	6	5	2			3
Instructional Materials	11	4				1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	12
Yes, if changes are made	1
Questionable	
No	1
No Response	2

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☒	☐	☐

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. **Parent Involvement**

- Extent of Involvement

High	Medium	Low	No Indication
			X

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☒

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	82%
• Were paid	65%
• Were: Parent	18%
Student teacher	6%
Community organization member	
High school student	
Other	71%
• Average number of hours aides worked per semester	614
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ______________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	5	2	2

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:
  - Consultants ☒
  - Technical Assistant Team (TAT) members ☐
  - Project director ☐
  - Reading specialist ☒
  - Classroom teacher ☐
  - No indication ☐

- Individuals trained:
  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☐
  - Parents ☐
  - No indication ☐

- Training areas·
  - Learning theory ☐
  - Student background and self concept ☐
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☒
  - Diagnostic/prescriptive approach ☒
  - Instructional approach ☐
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☐
  - Evaluation ☐
  - No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☒
  Reading specialist ☒
  Teachers ☒
  Parents ☒
  Others ☐
  No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☒
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
☐	☐	☐	☒

- Types of Activities:

☐ Meet with TATs/consultants
☐ Develop criteria for student selection or placement
☐ Student diagnosis
☐ Identify tutors
☐ Inservice training
☐ Develop community involvement activities

☐ Status and reporting activities
☐ Record progress
☐ Serve on special committees
☒ Review program progress
☐ Information dissemination
☐ Evaluation
☐ No indication

3. Components of Diagnostic/Prescriptive Approach:

☐ Individualized prescription
☐ Identification of student skill levels
☐ Teacher observation
☐ Contracts
☐ Individualized instruction
☐ Progress checklists
☐ Testing
☐ Review case histories
☐ Staff conferences
☐ Student/teacher conferences

☐ Supplementary materials
☐ Games, manipulatives
☐ Audio-Visual, Multimedia
☒ Commercially made programs
☐ Student grouping
☐ Special classes
☐ Skill sessions
☐ Field trips
☐ Reading/language center
☐ Reading specialist, tutors
☐ Language experience approach
☐ Basal text instruction
☐ No indication

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	185
Reading is taught indirectly through other subject matter	135
Special assistance is provided outside the classroom for students in special need of reading help	44
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	383
Reading specialist (responsible for more than one class)	0
Team teachers	64
Students doing cross-age teaching	18
Tutor-specialist	33
Tutor-aide	364
Other	48
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	82
Small groups (5 or fewer students)	93
Large groups (6 or more students)	109
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 17

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	3
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	2
Individualized reading	3
Language experience	2
Eclectic or teacher's own	333
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	3
Other programmed instruction	55
Gaming/simulation	1
Instructional TV	9
Interactive media	3
Intensive involvement	4
Discussion groups	26
Demonstration-performance	212
Lecture	0
Contracts	3
Use of supplementary materials	137
Other	1
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	15
• The teacher has formulated or selected specific objectives for each student.	12
• The teacher has formulated or selected specific objectives for the entire class.	13
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	9
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
• Performance of students is measured in terms of objectives set for each individual.	15
• Performance of students is measured in terms of objectives set for the entire class.	7
• Visible records are kept of class performance.	14
• Records of each student's performance are kept with respect to each objective.	9
• Students are kept informed of their progress.	15
• Students are involved in self-evaluation.	13
• Parents are informed of students' progress.	15
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X		X		
Student Reading Achievement	X	X			
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X				X
Parent Attitude					
PROGRAM					
Information Dissemination	X	X			
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills	X		
Social Skills	X		
Attitude	X		
TEACHER			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support			X
Involvement			X
PROGRAM			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS __________

---

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 1701

INDIVIDUAL SITE ASSESSMENT

School: 1701 __________

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
☐	☐	☐	☐	☒	☐

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
☐	☐	☒

3. Student Population (Total School)

- Total Reported Enrollment 193
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	24	7	
1	26	8	
2	21	9	
3	31	10	
4	27	11	
5	19	12	
6	27	Spec Ed. 1	7
		Spec Ed. 2	11

- Student Ethnicity (Total School)

	Percent
American Indian	0.5
Asian	
Black	34
Mexican American	0.5
Puerto Rican	
White	
Other	65

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	24		38				62	
1	26		19				81	
2	21	5	33				62	
3	31		55				45	
4	27		30				70	
5	19		5				95	
6	27		37				63	
7								
8								
9								
10								
11								
12								
Spec Ed 1	7		43	14			43	
Spec Ed 2	11		46				54	

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.7	0.2
3	1.1	1.0
4	0.7	0.7
5	0.3	0.9
6	0.9	1.2
Overall Mean Gain for School (means adjusted for differing class sizes)	0.8	0.8

- Name of Standardized Test(s) Used: Durrell, ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 10

	Mean	Range
Age	43	22-55+
No. Years Teaching Experience	19	1-39

- Sex

	Male	Female
No.	1	9
Percent	10	90

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			2			8		
Percent			20			80		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	9	1			

- Area of Degree

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	8		1				1	

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				7	2	

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.	1	3		6	

---

*Total number of classes for which achievement data were reported: 9

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		1	3	4		2
In-service Training	7	1	2			
Reading Specialist	4	1	2	3		
Instructional Materials	4	3	3			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	7
Yes, if changes are made	1
Questionable	2
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication
	X	

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
			X

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☒

H. Teacher Aides

Percentage of Teachers Reporting Aides

•	Worked in classrooms		83%
•	Were paid		58%
•	Were:	Parent	17%
		Student teacher	25%
		Community organization member	33%
		High school student	17%
		Other	42%
•	Average number of hours aides worked per semester		151
•	Types of Activities Performed:		
	Tutoring students		X
	Marking tests		X
	Distributing materials		X
	Working in small and large groups		X
	Preparing materials		X
	Liaison with parents and other outside personnel		
	Bus monitoring		
	Supervising recreational activities in or outside class		X
	Classroom maintenance		X
	Supervising field trips		
	Other ______________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	5		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☐
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☐
  Parents ☐
  No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☒
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☒
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☐
University courses ☐
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- UTF Members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
X			

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐
Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☒
Audio-Visual, Multimedia ☒
Commercially made programs ☒
Student grouping ☒
Special classes ☐
Skill sessions ☒
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☐
Basal text instruction ☒
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	97
Reading is taught indirectly through other subject matter	91
Special assistance is provided outside the classroom for students in special need of reading help	2
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	240
Reading specialist (responsible for more than one class)	32
Team teachers	183
Students doing cross-age teaching	14
Tutor-specialist	6
Tutor-aide	51
Other	19
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	58
Small groups (5 or fewer students)	38
Large groups (6 or more students)	62
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 12

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	37
Code emphasis	20
Linguistics	13
Modified alphabet	10
Responsive environment	31
Programmed learning	21
Individualized reading	57
Language experience	16
Eclectic or teacher's own	25
Other	8
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine - based programmed instruction	7
Other programmed instruction	24
Gaming/simulation	7
Instructional TV	17
Interactive media	1
Intensive involvement	16
Discussion groups	22
Demonstration - performance	45
Lecture	17
Contracts	1
Use of supplementary materials	58
Other	2
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
The teacher has formulated or selected specific objectives for each student.	11
The teacher has formulated or selected specific objectives for the entire class.	9
The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	9
Performance of students is measured in terms of objectives set for each individual.	10
Performance of students is measured in terms of objectives set for the entire class.	8
Visible records are kept of class performance.	8
Records of each student's performance are kept with respect to each objective.	10
Students are kept informed of their progress.	11
Students are involved in self-evaluation.	9
Parents are informed of students' progress.	12
No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		Degree of Accomplishment			
Project Objectives	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency	X				X
Teacher Attitude	X	X			
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude	X	X			
PROGRAM					
Information Dissemination					
Individualization of Instruction	X		X		
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			
Attitude	X		
TEACHER			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support	X		
Involvement	X		
PROGRAM			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

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evaluation of school-based right to read sites

volume III
individual site assessments, part 2

OCTOBER 1973

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INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J. reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.

School: 1801

INDIVIDUAL SITE ASSESSMENT

School: 1801

Grades: 1-8

A. School Characteristics

1. Geographic Region

A	B	C*	D	E	F
		X			

*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 477
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	64
1	56	8	63
2	57	9	
3	66	10	
4	57	11	
5	54	12	
6	60		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	
Mexican American	
Puerto Rican	
White	100
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	56						100	
2	57						100	
3	66						100	
4	57						100	
5	54						100	
6	60						100	
7	64						100	
8	63						100	
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
7	1.0	1.5
8	0.9	1.5
2	1.1	0.6
3	0.6	0.6
4	0.7	0.8
5	0.3	1.1
6	0.8	1.3

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.8 1.1

- Name of Standardized Test(s) Used CAT

C. Right to Read Teacher Characteristics

- Total Number Reported 17

	Mean	Range
Age	37	22-52
No. Years Teaching Experience	16	2-29

Sex	Male	Female
No.	-	17
Percent	-	100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1					16		
Percent	6					94		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	10	7			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	17							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	2			13	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.				17	

---

*Total number of classes for which achievement data were reported: 18

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		5	5	4		3
In-service Training	2	11	2			2
Reading Specialist	4	11				2
Instructional Materials	4	11	1			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	17
Yes, if changes are made	
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
X			

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☒
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☒	☐	☐	☐

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☒
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☒
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		93%
• Were paid		80%
• Were:	Parent	80%
	Student teacher	13%
	Community organization member	
	High school student	
	Other	40%
• Average number of hours aides worked per semester		353
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ____________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
12	2		1

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☒
Project director ☒
Reading specialist ☒
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☒
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	☒
School visitations, demonstration teaching, classroom observations	☒
University courses	☐
Video taping, audio-visuals, multi-media	☐
No indication	☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	☐
Administrators	☒
Reading specialist	☒
Teachers	☒
Parents	☒
Others	☐
No indication	☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☒
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☒
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☒

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☒
Review program progress ☒
Information dissemination ☒
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☒
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☐
Special classes ☒
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	193
Reading is taught indirectly through other subject matter	107
Special assistance is provided outside the classroom for students in special need of reading help	95
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	104
Reading specialist (responsible for more than one class)	0
Team teachers	205
Students doing cross-age teaching	0
Tutor-specialist	115
Tutor-aide	17
Other	6
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	41
Small groups (5 or fewer students)	16
Large groups (6 or more students)	279
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 15

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	84%
Non-Standard English		2
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		14

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	86
Code emphasis	43
Linguistics	17
Modified alphabet	0
Responsive environment	8
Programmed learning	36
Individualized reading	56
Language experience	28
Eclectic or teacher's own	17
Other	3
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	17
Other programmed instruction	39
Gaming/simulation	4
Instructional TV	9
Interactive media	39
Intensive involvement	0
Discussion groups	33
Demonstration-performance	89
Lecture	7
Contracts	1
Use of supplementary materials	69
Other	5
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	15
• The teacher has formulated or selected specific objectives for each student.	14
• The teacher has formulated or selected specific objectives for the entire class.	14
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
• Performance of students is measured in terms of objectives set for each individual.	10
• Performance of students is measured in terms of objectives set for the entire class.	10
• Visible records are kept of class performance.	14
• Records of each student's performance are kept with respect to each objective.	6
• Students are kept informed of their progress.	15
• Students are involved in self-evaluation.	12
• Parents are informed of students' progress.	14
• No indication	

11. Total Funding for 1972-73 school year: $50,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X				X
Reading-Related Skills					
TEACHER					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement		X	
Reading-Related Skills			X
Social Skills			X
Attitude	X		
TEACHER			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support	X		
Involvement			X
PROGRAM			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
X More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 2101

INDIVIDUAL SITE ASSESSMENT

School: 2101

Grades: K-6

School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 968
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	144	7	
1	145	8	
2	145	9	
3	145	10	
4	117	11	
5	117	12	
6	117	Spec Ed.	38

- Student Ethnicity (Total School)

	Percent
American Indian	1
Asian	1
Black	
Mexican American	
Puerto Rican	
White	98
Other	

B. **Right to Read Student Characteristics**

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	144						100	
1	145						100	
2	145				1		99	
3	145						100	
4	117						100	
5	117						100	
6	117						100	
7								
8								
9								
10								
11								
12								
Spec Ed	38						100	

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3	0.8	--
4	0.7	0.6
5	0.8	0.7
6	0.9	0.7
Overall Mean Gain for School (means adjusted for differing class sizes)	0.8	0.7

- Name of Standardized Test(s) Used ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported 23

	Mean	Range
Age	31	22-55+
No. Years Teaching Experience	6	1-21

Sex	Male	Female
No.	1	22
Percent	5	95

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			8			14		1
Percent			34			60		6

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	19	3			1

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	22							1

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				22	1	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	4	6	13		

---

*Total number of classes for which achievement data were reported: 12

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1	3	4			15
In-service Training	6	5	4			8
Reading Specialist	2	4	4		3	10
Instructional Materials	2	3	4	3		11

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	14
Yes, if changes are made	4
Questionable	2
No	
No Response	3

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☒
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☒
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D. C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	9%
• Were paid	9 %
• Were: Parent	4%
Student teacher	
Community organization member	
High school student	
Other	4%
• Average number of hours aides worked per semester	450
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ____________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	1		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  - Consultants ☒
  - Technical Assistant Team (TAT) members ☐
  - Project director ☐
  - Reading specialist ☒
  - Classroom teacher ☒
  - No indication ☐

- Individuals trained:

  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☐
  - Parents ☐
  - No indication ☐

- Training areas·

  - Learning theory ☐
  - Student background and self concept ☐
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☒
  - Diagnostic/prescriptive approach ☒
  - Instructional approach ☒
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☒
  - Evaluation ☐
  - No indication ☐

- Training Methods:

  - Group or individual meetings, seminars, workshops, conferences ☒
  - School visitations, demonstration teaching, classroom observations ☐
  - University courses ☐
  - Video taping, audio-visuals, multi-media ☐
  - No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  - Consultants ☐
  - Administrators ☒
  - Reading specialist ☐
  - Teachers ☒
  - Parents ☒
  - Others ☐
  - No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☒
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☒
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☒
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☒
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	92
Reading is taught indirectly through other subject matter	180
Special assistance is provided outside the classroom for students in special need of reading help	26
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	342
Reading specialist (responsible for more than one class)	6
Team teachers	4
Students doing cross-age teaching	15
Tutor-specialist	0
Tutor-aide	6
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	19
Small groups (5 or fewer students)	16
Large groups (6 or more students)	133
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	99 %
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	50
Code emphasis	28
Linguistics	4
Modified alphabet	0
Responsive environment	9
Programmed learning	10
Individualized reading	17
Language experience	10
Eclectic or teacher's own	16
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	7
Other programmed instruction	38
Gaming/simulation	6
Instructional TV	16
Interactive media	6
Intensive involvement	2
Discussion groups	44
Demonstration-performance	91
Lecture	47
Contracts	2
Use of supplementary materials	62
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
The teacher has formulated or selected specific objectives for each student.	17
The teacher has formulated or selected specific objectives for the entire class.	21
The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	12
Performance of students is measured in terms of objectives set for each individual.	18
Performance of students is measured in terms of objectives set for the entire class.	17
Visible records are kept of class performance.	15
Records of each student's performance are kept with respect to each objective.	17
Students are kept informed of their progress.	20
Students are involved in self-evaluation.	22
Parents are informed of students' progress.	23
No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior	X				X
Student Reading Achievement	X				X
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X				X
Parent Attitude	X				X
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS X

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

School: 2105

INDIVIDUAL SITE ASSESSMENT

School: 2105

Grades: 1-6

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 828
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	121	7	
1	135	8	
2	125	9	
3	121	10	
4	114	11	
5	111	12	
6	101		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	1
Black	6
Mexican American	
Puerto Rican	1
White	92
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	135		13		3	1	81	3
2	125		13				84	3
3	121		11		2		85	2
4	114		7		4		88	2
5	111		11				89	
6	101		5				95	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

7

Grade Level ** (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3		
4		
5		
6	1.0	0.8
Overall Mean Gain for School (means adjusted for differing class sizes)	0.9	0.6

- Name of Standardized Test(s) Used: ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 21

	Mean	Range
Age	45	27-55+
No. Years Teaching Experience	14	2-37

Sex	Male	Female
No.	1	18
Percent	6	94

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	3		2			14		
Percent	15		12			73		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	18	2			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	17	1	1	1				

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				20		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	6	12		

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*Total number of classes for which achievement data were reported: 13

**Does not include combined classes

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		6				15
In-service Training		3	1			17
Reading Specialist	5	7	2	3		4
Instructional Materials	3	10	4			4

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	7
Yes, if changes are made	5
Questionable	3
No	2
No Response	4

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
	X	

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☒

G. Parent Involvement

	High	Medium	Low	No Indication
• Extent of Involvement		X		

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☒
12. Community relations ☐
13. Information dissemination ☒
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms		5%
● Were paid		0
● Were:	Parent	5%
	Student teacher	5%
	Community organization member	0
	High school student	0
	Other	0
● Average number of hours aides worked per semester		15
● Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		
Other ____________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1			

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☐
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☐
Classroom teacher ☒
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☐
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☒
Diagnostic/prescriptive approach ☐

Instructional approach ☐
Instructional materials ☒
Teaching techniques ☐
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☒
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☐
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	113
Reading is taught indirectly through other subject matter	172
Special assistance is provided outside the classroom for students in special need of reading help	64
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	416
Reading specialist (responsible for more than one class)	4
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	13
Tutor-aide	1
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	11
Small groups (5 or fewer students)	3
Large groups (6 or more students)	100
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 21

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	95%
Non-Standard English		1
Spanish		1
French		
American Indian language or dialect		
Japanese		
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	41
Code emphasis	45
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	1
Individualized reading	0
Language experience	0
Eclectic or teacher's own	24
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	11
Other programmed instruction	2
Gaming/simulation	1
Instructional TV	2
Interactive media	2
Intensive involvement	0
Discussion groups	19
Demonstration-performance	25
Lecture	3
Contracts	1
Use of supplementary materials	6
Other	22
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
The teacher has formulated or selected specific objectives for each student.	19
The teacher has formulated or selected specific objectives for the entire class.	21
The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
Performance of students is measured in terms of objectives set for each individual.	19
Performance of students is measured in terms of objectives set for the entire class.	18
Visible records are kept of class performance.	16
Records of each student's performance are kept with respect to each objective.	16
Students are kept informed of their progress.	20
Students are involved in self-evaluation.	12
Parents are informed of students' progress.	21
No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ___X___

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

X Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 2402

INDIVIDUAL SITE ASSESSMENT

School: 2402

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 186
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	25	7	
1	26	8	
2	20	9	
3	33	10	
4	28	11	
5	26	12	
6	28		

- Student Ethnicity (Total School)

	Percent
American Indian	2
Asian	
Black	
Mexican American	1
Puerto Rican	
White	96
Other	1

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	25			4			96	
1	26				3		97	
2	20	5					95	
3	33						100	
4	28						100	
5	26	3.5		3.5			92	
6	28	3					97	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level	Mean Gain per Month	St. Dev.
1		
2	0.7	0.7
3	1.0	1.0
4	1.3	1.3
5	1.0	0.9
6	0.8	1.2

- Overall Mean Gain for School (means adjusted for differing class sizes) 1.0 1.1
- Name of Standardized Test(s) Used SAT

C. Right to Read Teacher Characteristics

- Total Number Reported 9

	Mean	Range
Age	34	22-55+
No. Years Teaching Experience	9	2-25

Sex	Male	Female
No.	3	5
Percent	58	62

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						8		
Percent						100		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	8				

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	8							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		4	3	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.				8	

---

*Total number of classes for which achievement data were reported: 5

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		3	2	1		3
In-service Training	3	4	1			1
Reading Specialist	1	3	3			2
Instructional Materials	4	2	2			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	7
Yes, if changes are made	1
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☒
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☒
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms	27%
● Were paid	20%
● Were: Parent	13%
Student teacher	13%
Community organization member	
High school student	
Other	13%
● Average number of hours aides worked per semester	30
● Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ______________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	4		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☒
  Reading specialist ☐
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☒
  Parents ☐
  No indication ☐

- Training areas·

  Learning theory ☐
  Student background and self concept ☐
  Language development ☐
  Motor and perceptual skills ☐
  Right to Read Program ☐
  Diagnostic/prescriptive approach ☒
  Instructional approach ☒
  Instructional materials ☒
  Teaching techniques ☒
  Classroom organization and management ☐
  Evaluation ☒
  No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☐
University courses ☐
Video taping, audio-visuals, multi-media ☒
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☒
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☒
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☒
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	103
Reading is taught indirectly through other subject matter	33
Special assistance is provided outside the classroom for students in special need of reading help	82
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	6
Reading specialist (responsible for more than one class)	0
Team teachers	34
Students doing cross-age teaching	0
Tutor-specialist	133
Tutor-aide	1
Other	12
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	20
Small groups (5 or fewer students)	137
Large groups (6 or more students)	27
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 15

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	10
Code emphasis	34
Linguistics	7
Modified alphabet	0
Responsive environment	4
Programmed learning	21
Individualized reading	55
Language experience	2
Eclectic or teacher's own	14
Other	28
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	17
Other programmed instruction	35
Gaming/simulation	18
Instructional TV	2
Interactive media	0
Intensive involvement	12
Discussion groups	11
Demonstration-performance	5
Lecture	1
Contracts	1
Use of supplementary materials	37
Other	30
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	15
• The teacher has formulated or selected specific objectives for each student.	13
• The teacher has formulated or selected specific objectives for the entire class.	8
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	10
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
• Performance of students is measured in terms of objectives set for each individual.	13
• Performance of students is measured in terms of objectives set for the entire class.	7
• Visible records are kept of class performance.	5
• Records of each student's performance are kept with respect to each objective.	13
• Students are kept informed of their progress.	10
• Students are involved in self-evaluation.	11
• Parents are informed of students' progress.	14
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

		Degree of Accomplishment			
Project Objectives	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior	X	X			
Student Reading Achievement	X				X
Reading-Related Skills					
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior	X	X			
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel	X	X			

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills	X		
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement	X		
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

X Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 2602

INDIVIDUAL SITE ASSESSMENT

School: 2602

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 596
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	86	7	
1	69	8	
2	73	9	
3	71	10	
4	104	11	
5	95	12	
6	98		

- Student Ethnicity (Total School)

	Percent
American Indian	0.5
Asian	0.5
Black	6
Mexican American	
Puerto Rican	
White	93
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	86		1				99	
1	69		6				94	
2	73		6				94	
3	71		7		1		92	
4	104	1	8				91	
5	95	1	6		1		92	
6	98		8				92	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St Dev.
1		
2	1.0	0.6
3	1.1	0.7
4	.8	0.9
5	1.0	0.9
6	0.9	1.1
Overall Mean Gain for School (means adjusted for differing class sizes)	1.[illegible]	0.9

- Name of Standardized Test(s) Used: Gates MacGinitie

C. Right to Read Teacher Characteristics

- Total Number Reported: 20

	Mean	Range
Age	29	22-52
No. Years Teaching Experience	5	1-24

Sex	Male	Female
No.	1	19
Percent	5	95

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1		1			18		
Percent	5		5			90		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	20				

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	18	1					1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		19		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1		17	1	

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*Total number of classes for which achievement data were reported: 11

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1	4	3			12
In-service Training	9	9	1			1
Reading Specialist	4	7	4			5
Instructional Materials	9	8	2			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	17
Yes, if changes are made	1
Questionable	
No	2
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	x					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				X

Forecast Outcomes	Information Dissemination	No Indication
X		

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☒

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☒
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		100%
• Were paid		87%
• Were:	Parent	52%
	Student teacher	39%
	Community organization member	
	High school student	65%
	Other	74%
• Average number of hours aides worked per semester		180
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	14		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  ☒ Consultants
  ☐ Technical Assistant Team (TAT) members
  ☐ Project director
  ☐ Reading specialist
  ☐ Classroom teacher
  ☐ No indication

- Individuals trained:

  ☐ Reading specialist/teacher
  ☒ Classroom teachers
  ☐ Other staff
  ☐ Paraprofessionals
  ☐ Parents
  ☐ No indication

- Training areas:

  ☐ Learning theory
  ☐ Student background and self concept
  ☐ Language development
  ☐ Motor and perceptual skills
  ☐ Right to Read Program
  ☒ Diagnostic/prescriptive approach
  ☒ Instructional approach
  ☒ Instructional materials
  ☒ Teaching techniques
  ☐ Classroom organization and management
  ☐ Evaluation
  ☐ No indication

- Training Methods:

  - Group or individual meetings, seminars, workshops, conferences ☒
  - School visitations, demonstration teaching, classroom observations ☐
  - University courses ☐
  - Video taping, audio-visuals, multi-media ☐
  - No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  - Consultants ☐
  - Administrators ☐
  - Reading specialist ☐
  - Teachers ☐
  - Parents ☐
  - Others ☐
  - No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☒

Supplementary materials ☒
Games, manipulatives ☐
Audio-Visual, Multimedia ☒
Commercially made programs ☒
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☒
Basal text instruction ☒
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	165
Reading is taught indirectly through other subject matter	98
Special assistance is provided outside the classroom for students in special need of reading help	84
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	172
Reading specialist (responsible for more than one class)	0
Team teachers	258
Students doing cross-age teaching	16
Tutor-specialist	14
Tutor-aide	25
Other	72
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	54
Small groups (5 or fewer students)	31
Large groups (6 or more students)	81
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	96%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	13
Code emphasis	31
Linguistics	1
Modified alphabet	0
Responsive environment	1
Programmed learning	8
Individualized reading	32
Language experience	39
Eclectic or teacher's own	26
Other	27
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	11
Other programmed instruction	9
Gaming/simulation	2
Instructional TV	7
Interactive media	3
Intensive involvement	0
Discussion groups	31
Demonstration-performance	36
Lecture	0
Contracts	5
Use of supplementary materials	30
Other	28
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
● Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
● The teacher has formulated or selected specific objectives for each student.	23
● The teacher has formulated or selected specific objectives for the entire class.	20
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	23
● Performance of students is measured in terms of objectives set for the entire class.	11
● Visible records are kept of class performance.	21
● Records of each student's performance are kept with respect to each objective.	23
● Students are kept informed of their progress.	19
● Students are involved in self-evaluation.	7
● Parents are informed of students' progress.	23
● No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X				X
TEACHER					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude	X				X
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS X

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*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
_X_ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
_X_ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 2701

INDIVIDUAL SITE ASSESSMENT

School: 2701

Grades: PreK-8

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 285
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	15	7	42
1	22	8	46
2	31	9	
3	28	10	
4	25	11	
5	35	12	
6	28	PreK	13

- Student Ethnicity (Total School)

	Percent
American Indian	1
Asian	
Black	
Mexican American	2
Puerto Rican	
White	97
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	15	1		2			97	
1	22	1		2			97	
2	31	1		2			97	
3	28	1		2			97	
4	25	1		2			97	
5	35	1		2			97	
6	28	1		2			97	
7	42	1		2			97	
8	46	1		2			97	
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	1.2	1.7
2	1.1	0.5
3	0.9	0.8
4	1.2	0.8
5	1.8	1.2
6	2.7	2.1
7	0.7	0.8
8	0.1	1.0
Overall Mean Gain for School (means adjusted for differing class sizes)	1.1	1.3

- Name of Standardized Test(s) Used: Gray Oral, Gates MacGinitie, CAT, ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 12

	Mean	Range
Age	37	22-52
No. Years Teaching Experience	12	2-25

Sex	Male	Female
No.	2	10
Percent	17	83

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1					11		
Percent	9					91		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	11			1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	10						1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		9	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		1		11	

---

*Total number of classes for which achievement data were reported: 9

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1	1	2			8
In-service Training	2	7	1			2
Reading Specialist						12
Instructional Materials	1	9	1			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	9
Yes, if changes are made	3
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
X						

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☒
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☐	☐	☒	☐

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☒
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		89%
• Were paid		0
• Were:	Parent	89%
	Student teacher	22%
	Community organization member	78%
	High school student	89%
	Other	56%
• Average number of hours aides worked per semester		108
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	8		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  - Consultants ☒
  - Technical Assistant Team (TAT) members ☒
  - Project director ☒
  - Reading specialist ☒
  - Classroom teacher ☐
  - No indication ☐

- Individuals trained:

  - Reading specialist/teacher ☒
  - Classroom teachers ☒
  - Other staff ☒
  - Paraprofessionals ☒
  - Parents ☒
  - No indication ☐

- Training areas:

  - Learning theory ☐
  - Student background and self concept ☒
  - Language development ☒
  - Motor and perceptual skills ☐
  - Right to Read Program ☒
  - Diagnostic/prescriptive approach ☒
  - Instructional approach ☒
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☐
  - Evaluation ☐
  - No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☐
University courses ☒
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☒
No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs	☒
Develop proposal or work statement	☐
Needs assessment	☒
Develop diagnostic/prescriptive approach	☐
Identify objectives	☐
Gather data	☒
Complete PPP	☒

Develop materials	☒
Inservice training	☒
Budget	☒
Information dissemination	☐
Develop tests	☐
Evaluation	☐
No indication	☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants	☐
Administrators	☒
Reading specialist	☐
Teachers	☒
Parents	☒
Others	☒
No indication	☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☒
Teacher observation ☒
Contracts ☐
Individualized instruction ☒
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	130
Reading is taught indirectly through other subject matter	262
Special assistance is provided outside the classroom for students in special need of reading help	30
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	226
Reading specialist (responsible for more than one class)	45
Team teachers	72
Students doing cross-age teaching	26
Tutor-specialist	20
Tutor-aide	0
Other	24
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	51
Small groups (5 or fewer students)	57
Large groups (6 or more students)	136
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 9

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	91%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		9

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	30
Code emphasis	20
Linguistics	0
Modified alphabet	0
Responsive environment	17
Programmed learning	33
Individualized reading	21
Language experience	4
Eclectic or teacher's own	30
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	18
Other programmed instruction	62
Gaming/simulation	0
Instructional TV	5
Interactive media	0
Intensive involvement	0
Discussion groups	21
Demonstration-performance	30
Lecture	8
Contracts	0
Use of supplementary materials	45
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	8
• The teacher has formulated or selected specific objectives for each student.	9
• The teacher has formulated or selected specific objectives for the entire class.	9
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	9
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
• Performance of students is measured in terms of objectives set for each individual.	9
• Performance of students is measured in terms of objectives set for the entire class.	2
• Visible records are kept of class performance.	1
• Records of each student's performance are kept with respect to each objective.	9
• Students are kept informed of their progress.	8
• Students are involved in self-evaluation.	5
• Parents are informed of students' progress.	9
• No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

		Degree of Accomplishment			
Project Objectives	Objective Was Included at This Site	Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel	X	X			

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			X
Reading-Related Skills	X		
Social Skills			
Attitude			
TEACHER Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS _X_

School: 2801

INDIVIDUAL SITE ASSESSMENT

School: 2801

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
☐	☐	☐	☐	☒	☐

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
☐	☒	☐

3. Student Population (Total School)

- Total Reported Enrollment 446
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	61	7	
1	63	8	
2	58	9	
3	67	10	
4	64	11	
5	71	12	
6	62		

- Student Ethnicity (Total School)

	Percent
American Indian	7
Asian	
Black	
Mexican American	56
Puerto Rican	
White	37
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	61	7		67			26	
1	63	7		67			26	
2	58	10		53			37	
3	67	9		58			33	
4	64	7		47			46	
5	71	8		54			38	
6	62	1		63			36	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	1.8	1.4
2	1.2	0.9
3	0.9	1.1
4	1.0	1.3
5	0.9	1.1
6	0.8	1.5
Overall Mean Gain for School (means adjusted for differing class sizes)	1.1	1.3

- Name of Standardized Test(s) Used SRA

C. Right to Read Teacher Characteristics

- Total Number Reported 21

	Mean	Range
Age	37	22-55+
No. Years Teaching Experience	12	1-43

Sex	Male	Female
No.	2	19
Percent	10	90

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.				4		17		
Percent				19		81		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	20	1			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	21							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	1	1		17	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		8	7	5	

---

*Total number of classes for which achievement data were reported: 17

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		3	2	3	2	11
In-service Training	5	4	7	1		4
Reading Specialist	5	6	4	1		5
Instructional Materials	6	7	4			4

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	11
Yes, if changes are made	6
Questionable	1
No	
No Response	3

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

	Very Useful	Useful	Not Useful	No Indication
Program Planning Procedure (PPP)	X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

	Very Useful	Useful	Not Useful	No Indication
Status and Reporting Center (S and RC)	X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☒	☐	☐

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. **Teacher Aides**

Percentage of Teachers Reporting Aides

• Worked in classrooms	100%
• Were paid	100%
• Were: Parent	43 %
Student teacher	
Community organization member	10 %
High school student	10%
Other	48%
• Average number of hours aides worked per semester	346
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ______________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
7	14		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☒
Classroom teacher ☒
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☒
Paraprofessionals ☒
Parents ☐
No indication ☐

- Training areas:

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☒
Diagnostic/prescriptive approach ☒

Instructional approach ☐
Instructional materials ☐
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	☒
School visitations, demonstration teaching, classroom observations	☐
University courses	☐
Video taping, audio-visuals, multi-media	☐
No indication	☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	☐
Administrators	☐
Reading specialist	☐
Teachers	☐
Parents	☐
Others	☐
No indication	☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒ ←

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

☐ Meet with TATs/consultants
☐ Develop criteria for student selection or placement
☐ Student diagnosis
☐ Identify tutors
☐ Inservice training
☐ Develop community involvement activities

☐ Status and reporting activities
☐ Record progress
☐ Serve on special committees
☐ Review program progress
☐ Information dissemination
☐ Evaluation
☒ No indication

3. Components of Diagnostic/Prescriptive Approach:

☒ Individualized prescription
☐ Identification of student skill levels
☐ Teacher observation
☐ Contracts
☒ Individualized instruction
☐ Progress checklists
☒ Testing
☐ Review case histories
☒ Staff conferences
☐ Student/teacher conferences

☒ Supplementary materials
☒ Games, manipulatives
☒ Audio-Visual, Multimedia
☒ Commercially made programs
☒ Student grouping
☒ Special classes
☐ Skill sessions
☐ Field trips
☐ Reading/language center
☒ Reading specialist, tutors
☐ Language experience approach
☒ Basal text instruction
☐ No indication

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	152
Reading is taught indirectly through other subject matter	86
Special assistance is provided outside the classroom for students in special need of reading help	65
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	256
Reading specialist (responsible for more than one class)	33
Team teachers	59
Students doing cross-age teaching	9
Tutor-specialist	44
Tutor-aide	90
Other	63
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	81
Small groups (5 or fewer students)	9
Large groups (6 or more students)	74
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 21

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	90%	13%
Non-Standard English	9	60
Spanish	1	13
French		
American Indian language or dialect		2
Japanese		
No indication		12

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	39
Code emphasis	24
Linguistics	7
Modified alphabet	2
Responsive environment	10
Programmed learning	22
Individualized reading	45
Language experience	36
Eclectic or teacher's own	35
Other	20
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	28
Other programmed instruction	21
Gaming/simulation	10
Instructional TV	7
Interactive media	9
Intensive involvement	17
Discussion groups	13
Demonstration-performance	39
Lecture	11
Contracts	8
Use of supplementary materials	27
Other	10
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
The teacher has formulated or selected specific objectives for each student.	14
The teacher has formulated or selected specific objectives for the entire class.	19
The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
Performance of students is measured in terms of objectives set for each individual.	11
Performance of students is measured in terms of objectives set for the entire class.	12
Visible records are kept of class performance.	16
Records of each student's performance are kept with respect to each objective.	12
Students are kept informed of their progress.	21
Students are involved in self-evaluation.	15
Parents are informed of students' progress.	21
No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude	X	X			
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			
Social Skills	X		
Attitude			
TEACHER			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support	X		
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ___________

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*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
_X_ Increased emphasis on improving student achievement
_X_ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 2901

INDIVIDUAL SITE ASSESSMENT

School: 2901

Grades: K-5

A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
					X

*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 944
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	133	7	
1	154	8	
2	155	9	
3	152	10	
4	173	11	
5	154	12	
6		Spec. Ed.	23

- Student Ethnicity (Total School)

	Percent
American Indian	1
Asian	1
Black	9
Mexican American	5
Puerto Rican	
White	83
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	133		13	11	2		75	
1	154	1	23	7	1		67	1
2	155		17	7	1		74	1
3	152		17	5	1		77	1
4	173	1	21	5	1		72	
5	154		17	10	2		71	
6								
7								
8								
9								
10								
11								
12								
Spec Ed.	23		22	9			65	

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.8	1.[illegible]
3	0.9	1.[illegible]
4	0.7	[illegible].3
5	0.8	1.[illegible]
6		

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.8 [illegible]
- Name of Standardized Test(s) Used MAT

C. Right to Read Teacher Characteristics

- Total Number Reported 15

	Mean	Range
Age	32	22-55+
No. Years Teaching Experience	5	2-21

Sex	Male	Female
No.	5	9
Percent	36	64

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	2					11		
Percent	15		7			78		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	2	2			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	13				1			

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		4		7	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	4	9		

---

*Total number of classes for which achievement data were reported: 22

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1	2	2			10
In-service Training	6	4	1			4
Reading Specialist	3	4	1			7
Instructional Materials	5	6	1			3

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	14
Yes, if changes are made	
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X		X		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☒
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☒
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		17 %
• Were paid		4 %
• Were:	Parent	4 %
	Student teacher	
	Community organization member	
	High school student	13%
	Other	
• Average number of hours aides worked per semester		190
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	4		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☐
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☐
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	X
School visitations, demonstration teaching, classroom observations	
University courses	X
Video taping, audio-visuals, multi-media	
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☒
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

☐ Meet with TATs/consultants
☐ Develop criteria for student selection or placement
☐ Student diagnosis
☐ Identify tutors
☐ Inservice training
☐ Develop community involvement activities

☐ Status and reporting activities
☐ Record progress
☒ Serve on special committees
☐ Review program progress
☐ Information dissemination
☐ Evaluation
☐ No indication

3. Components of Diagnostic/Prescriptive Approach:

☐ Individualized prescription
☒ Identification of student skill levels
☐ Teacher observation
☐ Contracts
☐ Individualized instruction
☐ Progress checklists
☒ Testing
☐ Review case histories
☐ Staff conferences
☐ Student/teacher conferences

☐ Supplementary materials
☐ Games, manipulatives
☐ Audio-Visual, Multimedia
☐ Commercially made programs
☐ Student grouping
☐ Special classes
☐ Skill sessions
☐ Field trips
☐ Reading/language center
☐ Reading specialist, tutors
☐ Language experience approach
☐ Basal text instruction
☐ No indication

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	123
Reading is taught indirectly through other subject matter	73
Special assistance is provided outside the classroom for students in special need of reading help	20
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	178
Reading specialist (responsible for more than one class)	89
Team teachers	0
Students doing cross-age teaching	8
Tutor-specialist	0
Tutor-aide	14
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	47
Small groups (5 or fewer students)	34
Large groups (6 or more students)	96
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	79%
Non-Standard English	1	6
Spanish		2
French		
American Indian language or dialect		
Japanese		
No indication		13

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	38
Code emphasis	59
Linguistics	1
Modified alphabet	0
Responsive environment	8
Programmed learning	7
Individualized reading	36
Language experience	17
Eclectic or teacher's own	24
Other	3
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	2
Other programmed instruction	10
Gaming/simulation	7
Instructional TV	14
Interactive media	3
Intensive involvement	0
Discussion groups	35
Demonstration-performance	54
Lecture	20
Contracts	7
Use of supplementary materials	31
Other	4
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	17
• The teacher has formulated or selected specific objectives for each student.	19
• The teacher has formulated or selected specific objectives for the entire class.	20
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
• Performance of students is measured in terms of objectives set for each individual.	17
• Performance of students is measured in terms of objectives set for the entire class.	10
• Visible records are kept of class performance.	12
• Records of each student's performance are kept with respect to each objective.	18
• Students are kept informed of their progress.	18
• Students are involved in self-evaluation.	15
• Parents are informed of students' progress.	20
• No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement		X	
Reading-Related Skills	X		
Social Skills			
Attitude	X		
TEACHER			
Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support	X		
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ____________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS _X_

School: 3001

INDIVIDUAL SITE ASSESSMENT

School: 3001

Grades: 7-9

A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

*States in this region are: Connecticut, Maine, Massachusetts New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 1057
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	344
1		8	325
2		9	388
3		10	
4		11	
5		12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	
Mexican American	
Puerto Rican	
White	100
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7	344						100	
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
7	1.2	1.6
8		
9		

- Overall Mean Gain for School (means adjusted for differing class sizes) 1.2 1.6
- Name of Standardized Test(s) Used SRA Comprehension, SRA Composite, Durrell

C. Right to Read Teacher Characteristics

- Total Number Reported 11

	Mean	Range
Age	32	22-55+
No. Years Teaching Experience	9	2-28

Sex	Male	Female
No.	4	7
Percent	37	63

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1					10		
Percent	9					91		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	7	1		2	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	6	3					2	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	1			2	6	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.			2	9	

---

*Total number of classes for which achievement data were reported: 12

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1	2				8
In-service Training	4	3	1			3
Reading Specialist	4	3				4
Instructional Materials	4	3	1			3

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	8
Yes, if changes are made	2
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						x

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☒

C. Parent Involvement

- Extent of Involvement

	High	Medium	Low	No Indication
Extent of Involvement	X			

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☒
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		11%
• Were paid		3%
• Were:	Parent	3%
	Student teacher	
	Community organization member	3%
	High school student	6%
	Other	3%
• Average number of hours aides worked per semester		112
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		
Supervising recreational activities in or outside class		
Classroom maintenance		X
Supervising field trips		
Other ______________________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	1		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:
    - Consultants ☐
    - Technical Assistant Team (TAT) members ☐
    - Project director ☐
    - Reading specialist ☐
    - Classroom teacher ☐
    - No indication ☒

- Individuals trained:
    - Reading specialist/teacher ☐
    - Classroom teachers ☐
    - Other staff ☐
    - Paraprofessionals ☐
    - Parents ☐
    - No indication ☒

- Training areas:

Learning theory ☐
Student background and self concept ☐
Language development ☒
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☒
  Reading specialist ☐
  Teachers ☒
  Parents ☒
  Others ☐
  No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	17
Reading is taught indirectly through other subject matter	80
Special assistance is provided outside the classroom for students in special need of reading help	21
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	23
Reading specialist (responsible for more than one class)	0
Team teachers	0
Students doing cross-age teaching	14
Tutor-specialist	0
Tutor-aide	17
Other	63
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	61
Small groups (5 or fewer students)	44
Large groups (6 or more students)	29
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 35

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	94 %
Non-Standard English		2
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	7
Code emphasis	3
Linguistics	1
Modified alphabet	0
Responsive environment	7
Programmed learning	10
Individualized reading	10
Language experience	2
Eclectic or teacher's own	2
Other	53
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	6
Other programmed instruction	4
Gaming/simulation	8
Instructional TV	3
Interactive media	13
Intensive involvement	0
Discussion groups	19
Demonstration-performance	5
Lecture	15
Contracts	9
Use of supplementary materials	17
Other	2
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	29
The teacher has formulated or selected specific objectives for each student.	16
The teacher has formulated or selected specific objectives for the entire class.	34
The teacher has developed or identified an instrument for measuring attitudes toward reading.	21
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	18
Performance of students is measured in terms of objectives set for each individual.	11
Performance of students is measured in terms of objectives set for the entire class.	30
Visible records are kept of class performance.	26
Records of each student's performance are kept with respect to each objective.	16
Students are kept informed of their progress.	31
Students are involved in self-evaluation.	27
Parents are informed of students' progress.	31
No indication	

11. Total Funding for 1972-73 school year: $50,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment: Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills	X		
Attitude			
TEACHER Competency			
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support	X		
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ___________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
X Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
X Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 3201

INDIVIDUAL SITE ASSESSMENT

School: 3201

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban ☒ Suburban ☐ Rural ☐

3. Student Population (Total School)

- Total Reported Enrollment 569
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	66	7	
1	62	8	
2	80	9	
3	88	10	
4	85	11	
5	95	12	
6	93		

- Student Ethnicity (Total School)

	Percent
American Indian	3
Asian	
Black	1
Mexican American	59
Puerto Rican	
White	37
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	66	12		65			23	
1	62			70			31	
2	80	6		71			23	
3	88	8		60			34	
4	85	7		55			28	
5	95	5		68			29	
6	93	1	1	65			33	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.6	0.4
3	0.4	0.7
4	0.9	0.5
5	0.6	0.6
6	0.8	0.7
Overall Mean Gain for School (means adjusted for differing class sizes)	0.7	0.6

- Name of Standardized Test(s) Used: SAT

C. Right to Read Teacher Characteristics

- Total Number Reported: 20

	Mean	Range
Age	32	22-55+
No. Years Teaching Experience	8	1-28

Sex	Male	Female
No.	1	19
Percent	5	95

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.				5		14	1	
Percent				25		70	5	

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	16	3		1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	18	2						

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		19		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		11	7	1	

---

*Total number of classes for which achievement data were reported: 17

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	5	7	3	1		4
In-service Training	2	1	7	9		1
Reading Specialist	5	5	6			4
Instructional Materials	5	7	7			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	11
Yes, if changes are made	3
Questionable	4
No	2
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☒
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☒
12. Community relations ☒
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		86%
• Were paid		57%
• Were:	Parent	81%
	Student teacher	57%
	Community organization member	
	High school student	14%
	Other	33%
• Average number of hours aides worked per semester		231
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		X
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______________________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	8		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☒
  Project director ☒
  Reading specialist ☒
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☒
  Parents ☒
  No indication ☐

- Training areas:

Learning theory ☐
Student background and self concept ☒
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☒
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	☒
School visitations, demonstration teaching, classroom observations	☐
University courses	☐
Video taping, audio-visuals, multi-media	☐
No indication	☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	☐
Administrators	☒
Reading specialist	☐
Teachers	☒
Parents	☒
Others	☐
No indication	☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☒
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☒
Complete PPP ☒

Develop materials ☒
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☒
Commercially made programs ☒
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☒
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☐
Basal text instruction ☒
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	120
Reading is taught indirectly through other subject matter	102
Special assistance is provided outside the classroom for students in special need of reading help	60
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	257
Reading specialist (responsible for more than one class)	33
Team teachers	78
Students doing cross-age teaching	4
Tutor-specialist	44
Tutor-aide	40
Other	5
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	19
Small groups (5 or fewer students)	33
Large groups (6 or more students)	97
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 21

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	99%	70%
Non-Standard English		15
Spanish	1	8
French		3
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	30
Code emphasis	22
Linguistics	2
Modified alphabet	1
Responsive environment	13
Programmed learning	4
Individualized reading	12
Language experience	20
Eclectic or teacher's own	34
Other	8
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	26
Other programmed instruction	4
Gaming/simulation	9
Instructional TV	2
Interactive media	3
Intensive involvement	4
Discussion groups	21
Demonstration-performance	37
Lecture	8
Contracts	1
Use of supplementary materials	26
Other	5
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	18
• The teacher has formulated or selected specific objectives for each student.	14
• The teacher has formulated or selected specific objectives for the entire class.	21
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	8
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
• Performance of students is measured in terms of objectives set for each individual.	19
• Performance of students is measured in terms of objectives set for the entire class.	11
• Visible records are kept of class performance.	10
• Records of each student's performance are kept with respect to each objective.	9
• Students are kept informed of their progress.	16
• Students are involved in self-evaluation.	10
• Parents are informed of students' progress.	20
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude	X	X			
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills	X		
Social Skills			
Attitude			
TEACHER			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
X More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
X More materials/equipment/personnel
X Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 3202

INDIVIDUAL SITE ASSESSMENT

School: 3202

Grades: K-7

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 410
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	38	7	71
1	36	8	
2	52	9	
3	39	10	
4	45	11	
5	54	12	
6	59	ESL	16

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	
Mexican American	70
Puerto Rican	
White	30
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	38			74			26	
1	36			75			25	
2	52			75			25	
3	39			67			33	
4	45			62			38	
5	44			52			48	
6	59			66			34	
7	71			63			37	
8								
9								
10								
11								
12								
ESL	16			100				

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.9	0.9
3	1.4	0.9
4	1.0	1.1
5	0.9	0.9
6	0.8	1.4
Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	1.1

- Name of Standardized Test(s) Used: MAT, CTBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 14

	Mean	Range
Age	37	22-55+
No. Years Teaching Experience	8	1-21

Sex	Male	Female
No.	3	11
Percent	22	78

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1			1		12		
Percent	7			7		86		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	8	6			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	12	1			1			

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	1	1		12		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		1	1	12	

---

*Total number of classes for which achievement data were reported: 6

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		4	3	1		6
In-service Training	3	9	2			
Reading Specialist	4	6	4			
Instructional Materials	3	7	4			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	8
Yes, if changes are made	1
Questionable	1
No	1
No Response	3

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X				

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☒
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☒
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides	
• Worked in classrooms	92%
• Were paid	85%
• Were: Parent	8%
Student teacher	0%
Community organization member	8%
High school student	31%
Other	62%
• Average number of hours aides worked per semester	422
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ______	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
7	5		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  ☐ Consultants
  ☐ Technical Assistant Team (TAT) members
  ☐ Project director
  ☒ Reading specialist
  ☐ Classroom teacher
  ☐ No indication

- Individuals trained:

  ☐ Reading specialist/teacher
  ☒ Classroom teachers
  ☐ Other staff
  ☒ Paraprofessionals
  ☐ Parents
  ☐ No indication

- Training areas·

☐ Learning theory
☐ Student background and self concept
☐ Language development
☐ Motor and perceptual skills
☐ Right to Read Program
☒ Diagnostic/prescriptive approach

☐ Instructional approach
☐ Instructional materials
☒ Teaching techniques
☐ Classroom organization and management
☐ Evaluation
☐ No indication

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	☒
School visitations, demonstration teaching, classroom observations	☒
University courses	☐
Video taping, audio-visuals, multi-media	☒
No indication	☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	☐
Administrators	☐
Reading specialist	☐
Teachers	☐
Parents	☐
Others	☐
No indication	☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☒

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
☐	☐	☐	☒

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☒
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☐
Review case histories ☒
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	117
Reading is taught indirectly through other subject matter	67
Special assistance is provided outside the classroom for students in special need of reading help	20
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	116
Reading specialist (responsible for more than one class)	0
Team teachers	78
Students doing cross-age teaching	29
Tutor-specialist	12
Tutor-aide	87
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	34
Small groups (5 or fewer students)	51
Large groups (6 or more students)	72
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	95%	35%
Non-Standard English	0	2
Spanish	5	60
French	0	
American Indian language or dialect	0	
Japanese	0	
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	36
Code emphasis	20
Linguistics	4
Modified alphabet	0
Responsive environment	8
Programmed learning	10
Individualized reading	9
Language experience	10
Eclectic or teacher's own	29
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	10
Other programmed instruction	11
Gaming/simulation	6
Instructional TV	0
Interactive media	10
Intensive involvement	16
Discussion groups	27
Demonstration-performance	14
Lecture	3
Contracts	0
Use of supplementary materials	22
Other	3
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	9
• The teacher has formulated or selected specific objectives for each student.	10
• The teacher has formulated or selected specific objectives for the entire class.	13
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	1
• Performance of students is measured in terms of objectives set for each individual.	11
• Performance of students is measured in terms of objectives set for the entire class.	6
• Visible records are kept of class performance.	13
• Records of each student's performance are kept with respect to each objective.	8
• Students are kept informed of their progress.	12
• Students are involved in self-evaluation.	10
• Parents are informed of students' progress.	12
• No indication	

11. Total Funding for 1972-73 school year: , $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency	X	X			
Teacher Attitude	X	X			
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency	X		
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ____________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

X Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

X More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 3302

INDIVIDUAL SITE ASSESSMENT

School: 3302

Grades: 2-3

A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

*States in this region are: Connecticut, Maine, Massachusetts New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 818
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	79	7	
1	123	8	
2	113	9	
3	101	10	
4	107	11	
5	107	12	
6	97	Pre-K	29
		Health	62

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	83
Mexican American	
Puerto Rican	17
White	
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2	68		83			17		
3	51		83			17		
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3	0.7	0.4
4		
5		
6		

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.7 0.4
- Name of Standardized Test(s) Used MAT

C. Right to Read Teacher Characteristics

- Total Number Reported 5

	Mean	Range
Age	29	22-42
No. Years Teaching Experience	6	2-12

Sex	Male	Female
No.	1	4
Percent	20	80

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			1			3		1
Percent			20			60		20

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	2	3			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	4	1						

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				5		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		4	1		

---

*Total number of classes for which achievement data were reported: 2

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		1	2			2
In-service Training		3	2			
Reading Specialist	1	2				2
Instructional Materials	3	2				

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	4
Yes, if changes are made	1
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X				

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
	X			

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☒
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☒
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	100%
• Were paid	100%
• Were: Parent	
Student teacher	
Community organization member	
High school student	20%
Other	80%
• Average number of hours aides worked per semester	568
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
1	4		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  - Consultants ☒
  - Technical Assistant Team (TAT) members ☐
  - Project director ☐
  - Reading specialist ☐
  - Classroom teacher ☐
  - No indication ☐

- Individuals trained:

  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☐
  - Parents ☐
  - No indication ☐

- Training areas·

  - Learning theory ☐
  - Student background and self concept ☐
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☐
  - Diagnostic/prescriptive approach ☒
  - Instructional approach ☒
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☒
  - Evaluation ☐
  - No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☒
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☐
Complete PPP ☐

Develop materials ☒
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	140
Reading is taught indirectly through other subject matter	100
Special assistance is provided outside the classroom for students in special need of reading help	60
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	200
Reading specialist (responsible for more than one class)	60
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	0
Tutor-aide	200
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	0
Small groups (5 or fewer students)	0
Large groups (6 or more students)	300
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	
Non-Standard English		12%
Spanish		58
French		
American Indian language or dialect		
Japanese		
No indication		30

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	120
Code emphasis	20
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	120
Individualized reading	20
Language experience	20
Eclectic or teacher's own	0
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	40
Other programmed instruction	80
Gaming/simulation	0
Instructional TV	4
Interactive media	0
Intensive involvement	6
Discussion groups	44
Demonstration-performance	92
Lecture	0
Contracts	0
Use of supplementary materials	34
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	5
• The teacher has formulated or selected specific objectives for each student.	5
• The teacher has formulated or selected specific objectives for the entire class.	5
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	1
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	0
• Performance of students is measured in terms of objectives set for each individual.	5
• Performance of students is measured in terms of objectives set for the entire class.	4
• Visible records are kept of class performance.	5
• Records of each student's performance are kept with respect to each objective.	5
• Students are kept informed of their progress.	5
• Students are involved in self-evaluation.	5
• Parents are informed of students' progress.	5
• No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X				X
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS X

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

_X_ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 3306

INDIVIDUAL SITE ASSESSMENT

School: 3306

Grades: K-5

A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

*States in this region are: Connecticut, Maine, Massachusetts New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 358
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	51	7	
1	41	8	
2	53	9	
3	53	10	
4	75	11	
5	85	12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	1
Black	
Mexican American	
Puerto Rican	
White	99
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	51				1		99	
1	41				1		99	
2	53				1		99	
3	53				1		99	
4	75				1		99	
5	85				1		99	
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level ** (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3	0.9	1.4
4		
5	1.2	1.0
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	1.3	1.4

- Name of Standardized Test(s) Used: ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 13

	Mean	Range
Age	40	22-55+
No. Years Teaching Experience	13	2-28

Sex	Male	Female
No.	2	11
Percent	16	84

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1					11		
Percent	9					91		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	10	2		1	

Area of Degree	Educ	Soc Sci	Human-ities	Fine Arts	Phys Sci	Math	Other	No Indi-cation
No.	12							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		2		5	6	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		3		10	

---

*Total number of classes for which achievement data were reported: 10

**Does not include combined grades

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1	8	1	1		2
In-service Training	6	3	4			
Reading Specialist	2	3	1			1
Instructional Materials	10	3				

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	12
Yes, if changes are made	1
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

Person from the state university

E. **Effectiveness of Right To Read Materials**

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
	X			

Forecast Outcomes	Information Dissemination	No Indication
	X	

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☒
15. Recommend consultants ☐
16. Budget planning ☒
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☒
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☒
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		92%
• Were paid		92%
• Were:	Parent	38%
	Student teacher	54%
	Community organization member	15%
	High school student	23%
	Other	69%
• Average number of hours aides worked per semester		289
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		X
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ______________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
9	3		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☒
Reading specialist ☐
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☒
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☒
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
☐	☒	☐	☐

- Types of Activities:

Meet with TATs	☒	Develop materials	☒
Develop proposal or work statement	☐	Inservice training	☒
Needs assessment	☒	Budget	☐
Develop diagnostic/prescriptive approach	☒	Information dissemination	☒
Identify objectives	☒	Develop tests	☐
Gather data	☐	Evaluation	☒
Complete PPP	☒	No indication	☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants	☐
Administrators	☐
Reading specialist	☐
Teachers	☐
Parents	☐
Others	☐
No indication	☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

● . Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☒
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☒
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	152
Reading is taught indirectly through other subject matter	108
Special assistance is provided outside the classroom for students in special need of reading help	69
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	272
Reading specialist (responsible for more than one class)	15
Team teachers	144
Students doing cross-age teaching	6
Tutor-specialist	7
Tutor-aide	152
Other	14
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	46
Small groups (5 or fewer students)	91
Large groups (6 or more students)	84
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 13

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	50%	45%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication	50	55

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	47
Code emphasis	36
Linguistics	0
Modified alphabet	14
Responsive environment	26
Programmed learning	34
Individualized reading	29
Language experience	48
Eclectic or teacher's own	78
Other	35
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	43
Other programmed instruction	18
Gaming/simulation	0
Instructional TV	13
Interactive media	1
Intensive involvement	8
Discussion groups	28
Demonstration-performance	99
Lecture	8
Contracts	24
Use of supplementary materials	72
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
• The teacher has formulated or selected specific objectives for each student.	8
• The teacher has formulated or selected specific objectives for the entire class.	12
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	11
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	10
• Performance of students is measured in terms of objectives set for each individual.	12
• Performance of students is measured in terms of objectives set for the entire class.	11
• Visible records are kept of class performance.	8
• Records of each student's performance are kept with respect to each objective.	10
• Students are kept informed of their progress.	12
• Students are involved in self-evaluation.	12
• Parents are informed of students' progress.	12
• No indication	

11. Total Funding for 1972-73 school year: $50,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude					
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency	X		X		
Teacher Attitude	X	X			
Teacher Behavior	X	X			
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude	X			X	
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations	X	X			
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS X

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

X Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 3402

INDIVIDUAL SITE ASSESSMENT

School: 3402

Grades: 1-3

A. School Characteristics

1. Geographic Region

A	B	C*	D	E	F
		X			

*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 311
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	
1	116	8	
2	99	9	
3	96	10	
4		11	
5		12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	40
Mexican American	
Puerto Rican	
White	60
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	116		40				60	
2	99		40				60	
3	96		40				60	
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.9	0.5
3	1.0	1.0
4		
5		
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	0.9	0.8

- Name of Standardized Test(s) Used CAT

C. Right to Read Teacher Characteristics

- Total Number Reported 4

	Mean	Range
Age	46	37-55+
No. Years Teaching Experience	21	16-28

Sex	Male	Female
No.		14
Percent		100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			2			2		
Percent			50			50		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.		4			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	4							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				4		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		2	2		

---

*Total number of classes for which achievement data were reported: 7

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement			3			1
In-service Training	3		1			
Reading Specialist	3		1			
Instructional Materials	3		1			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	3
Yes, if changes are made	1
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
X					X	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X				

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X			

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☒

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
			X

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☒

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		100 %
• Were paid		75 %
• Were:	Parent	
	Student teacher	
	Community organization member	
	High school student	
	Other	50 %
• Average number of hours aides worked per semester		574
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		X
Supervising recreational activities in or outside class		X
Classroom maintenance		X
Supervising field trips		X
Other ____________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
3	1		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☒
Technical Assistant Team (TAT) members ☐
Project director ☒
Reading specialist ☐
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☐
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☒
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	X
School visitations, demonstration teaching, classroom observations	X
University courses	
Video taping, audio-visuals, multi-media	
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☐
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☒
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	148
Reading is taught indirectly through other subject matter	13
Special assistance is provided outside the classroom for students in special need of reading help	6
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	107
Reading specialist (responsible for more than one class)	0
Team teachers	158
Students doing cross-age teaching	0
Tutor-specialist	0
Tutor-aide	6
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	31
Small groups (5 or fewer students)	98
Large groups (6 or more students)	38
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 4

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	83 %
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		17

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	54
Code emphasis	20
Linguistics	5
Modified alphabet	0
Responsive environment	5
Programmed learning	5
Individualized reading	9
Language experience	11
Eclectic or teacher's own	82
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	4
Other programmed instruction	8
Gaming/simulation	0
Instructional TV	0
Interactive media	8
Intensive involvement	0
Discussion groups	21
Demonstration-performance	36
Lecture	15
Contracts	0
Use of supplementary materials	60
Other	28
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
● Diagnostic reading tests are used with most or all students to determine individual reading needs.	4
● The teacher has formulated or selected specific objectives for each student.	4
● The teacher has formulated or selected specific objectives for the entire class.	3
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	1
● Performance of students is measured in terms of objectives set for each individual.	4
● Performance of students is measured in terms of objectives set for the entire class.	3
● Visible records are kept of class performance.	4
● Records of each student's performance are kept with respect to each objective.	4
● Students are kept informed of their progress.	4
● Students are involved in self-evaluation.	4
● Parents are informed of students' progress.	4
● No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills	X			X	
TEACHER					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills		X	
Social Skills	X		
Attitude	X		
TEACHER			
Competency			
Attitude			
Teacher-Student Relations	X		
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training	X		
Program Flexibility	X		
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

_X_ Increased effort to involve parents/community

_X_ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 3801

INDIVIDUAL SITE ASSESSMENT

School: 3801

Grades: 1-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
					X

*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment ________
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	
1	71	8	
2	73	9	
3	67	10	
4	85	11	
5	84	12	
6	91		

- Student Ethnicity (Total School)

	Percent
American Indian	3
Asian	
Black	
Mexican American	2
Puerto Rican	
White	96
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	34						100	
2	30						100	
3	33		3				97	
4	30						100	
5	33	3					97	
6	32				3		97	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	1.3	0.5
3	2.3	1.0
4	2.0	0.8
5	1.8	1.1
6	2.5	1.0
Overall Mean Gain for School (means adjusted for differing class sizes)	2.0	1.0

- Name of Standardized Test(s) Used SAT

C. Right to Read Teacher Characteristics

- Total Number Reported 20

	Mean	Range
Age	42	22-55+
No. Years Teaching Experience	16	1-43

Sex	Male	Female
No.	2	18
Percent	10	90

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1	1					18	
Percent	5	5					90	

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	14	6			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	18					1	1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	2	1		16	1	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	1	16	2	

---

*Total number of classes for which achievement data were reported: 5

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	6	7	4			3
In-service Training	1	9	4	1		5
Reading Specialist	8	10	1	1		
Instructional Materials	6	11	2	1		

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	15
Yes, if changes are made	4
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☒
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☒
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	82 %
• Were paid	14 %
• Were: Parent	77 %
Student teacher	0
Community organization member	0
High school student	14 %
Other	9 %
• Average number of hours aides worked per semester	94
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ____________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	7		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  - Consultants ☒
  - Technical Assistant Team (TAT) members ☐
  - Project director ☐
  - Reading specialist ☒
  - Classroom teacher ☒
  - No indication ☐

- Individuals trained:

  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☐
  - Parents ☐
  - No indication ☐

- Training areas:

  - Learning theory ☐
  - Student background and self concept ☒
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☒
  - Diagnostic/prescriptive approach ☒
  - Instructional approach ☒
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☒
  - Evaluation ☐
  - No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☒
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☒
Complete PPP ☒

Develop materials ☒
Inservice training ☒
Budget ☐
Information dissemination ☒
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☒
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	101
Reading is taught indirectly through other subject matter	72
Special assistance is provided outside the classroom for students in special need of reading help	81
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	207
Reading specialist (responsible for more than one class)	35
Team teachers	4
Students doing cross-age teaching	14
Tutor-specialist	17
Tutor-aide	29
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	60
Small groups (5 or fewer students)	30
Large groups (6 or more students)	51
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	92%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		8

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	24
Code emphasis	13
Linguistics	10
Modified alphabet	2
Responsive environment	10
Programmed learning	22
Individualized reading	36
Language experience	11
Eclectic or teacher's own	12
Other	2
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	16
Other programmed instruction	31
Gaming/simulation	9
Instructional TV	5
Interactive media	8
Intensive involvement	5
Discussion groups	20
Demonstration-performance	27
Lecture	6
Contracts	8
Use of supplementary materials	22
Other	1
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
● Diagnostic reading tests are used with most or all students to determine individual reading needs.	20
● The teacher has formulated or selected specific objectives for each student.	19
● The teacher has formulated or selected specific objectives for the entire class.	14
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
● Performance of students is measured in terms of objectives set for each individual.	17
● Performance of students is measured in terms of objectives set for the entire class.	10
● Visible records are kept of class performance.	11
● Records of each student's performance are kept with respect to each objective.	13
● Students are kept informed of their progress.	21
● Students are involved in self-evaluation.	18
● Parents are informed of students' progress.	21
● No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X				X
TEACHER					
Teacher Competency	X				X
Teacher Attitude					
Teacher Behavior	X				X
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination	X	X			
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement	X		
Reading-Related Skills	X		
Social Skills			
Attitude	X		
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement	X		
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ____________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
X Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

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evaluation of school-based right to read sites

volume III
individual site assessments, part 3

OCTOBER 1973

PREPARED FOR:
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WASHINGTON, D.C.

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INDIVIDUAL SITE ASSESSMENTS

A major purpose of the 1972-73 evaluation of school-based Right to Read sites was to provide a comprehensive description of the reading program at each school. Volume III (Parts 1, 2, and 3) describes reading program in terms of school, student, and teacher characteristics. Additionally, all program variables that characterize each site are reported here. Where appropriate, these variables are described in terms of the extent to which each site included them and an assessment of their contribution to the success of the program is indicated.

The Right to Read Office also required each school-based site participating in CRI's assessment to conduct an evaluation of its own project. In conjunction with the Right to Read Office, CRI developed an outline (included in Appendix B) to guide each site in this self-evaluation and to assure the assessment and reporting of critical program components that would not otherwise be included in this Final Report due to lack of information.

Data found in the self-evaluations are used extensively in Volume III. Section J. reports information related to major outcomes identified in the self-evaluations. These are Objectives and Degree of Fulfillment, Major Findings, and Recommendations.

For reader ease and to include a maximum number of data as concisely as possible, information in this volume is provided in outline form. Program characteristics are accompanied by statistics that reflect total-school information. A description of the Right to Read Program at each school requires approximately twenty pages using this format. Colored dividers, separating each school from the preceding one, contain the code number of the school being described in the following pages. Although information is provided to indicate the general location of each school, full identification of the schools in this sample is possible only by means of the key CRI has provided the Right to Read Office.

School: 3901

INDIVIDUAL SITE ASSESSMENT

School: 3901

Grades: Pre-K-4

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 424
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	61	7	
1	85	8	
2	65	9	
3	87	10	
4	83	11	
5		12	
6		Pre-K	43

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	0.5
Black	6
Mexican American	
Puerto Rican	0.5
White	93
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	61		5			1	94	
1	85		7				93	
2	65		9		1		90	
3	87		5				95	
4	83		6				94	
5								
6								
7								
8								
9								
10								
11								
12								
Pre-K	43		11				89	

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

o Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	2.2	1.3
3	1.2	1.0
4	1.3	1.0
5		
6		
o Overall Mean Gain for School (means adjusted for differing class sizes)	1.5	1.2

o Name of Standardized Test(s) Used: MAT

C. Right to Read Teacher Characteristics

o Total Number Reported: 14

	Mean	Range
o Age	40	27 - 55 +
o No. Years Teaching Experience	15	3 - 34

o Sex	Male	Female
No.		14
Percent		100

o Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indicatio
No.						14		
Percent						100		

o Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	10	2		2	

o Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Ind catio
No.	12		1					

o Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				14		

o Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		2	4	8	

---

*Total number of classes for which achievement data were reported: 10

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	5	2	5			2
In-service Training	4	10				
Reading Specialist	7	7				
Instructional Materials	8	4	2			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	11
Yes, if changes are made	2
Questionable	
No	1
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X		X	X

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☐
9. Identify objectives ☒
10. Staff development ☒
11. Identify alternate approaches ☒
12. Develop team teaching ☐
13. Observe classes ☒
14. Advise on parental involvement ☐
15. Recommend consultants ☒
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		86%
• Were paid		43%
• Were:	Parent	79%
	Student teacher	0
	Community organization member	0
	High school student	0
	Other	29%
• Average number of hours aides worked per semester		88
• Types of Activities Performed:		
Tutoring students		X
Marking tests		
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		X
Bus monitoring		
Supervising recreational activities in or outside class		
Classroom maintenance		X
Supervising field trips		
Other ______________________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
12	1		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☒
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☒
  Parents ☐
  No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☐
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☒
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☒
Complete PPP ☒

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☒
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☒
Serve on special committees ☒
Review program progress ☒
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☒
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	208
Reading is taught indirectly through other subject matter	145
Special assistance is provided outside the classroom for students in special need of reading help	10
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	457
Reading specialist (responsible for more than one class)	0
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	0
Tutor-aide	45
Other	49
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	32
Small groups (5 or fewer students)	50
Large groups (6 or more students)	122
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	80%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		20

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	134
Code emphasis	38
Linguistics	0
Modified alphabet	3
Responsive environment	34
Programmed learning	11
Individualized reading	21
Language experience	29
Eclectic or teacher's own	2
Other	5
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	0
Other programmed instruction	12
Gaming/simulation	0
Instructional TV	0
Interactive media	12
Intensive involvement	0
Discussion groups	114
Demonstration-performance	72
Lecture	3
Contracts	0
Use of supplementary materials	47
Other	22
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	10
• The teacher has formulated or selected specific objectives for each student.	14
• The teacher has formulated or selected specific objectives for the entire class.	13
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	14
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
• Performance of students is measured in terms of objectives set for each individual.	12
• Performance of students is measured in terms of objectives set for the entire class.	3
• Visible records are kept of class performance.	3
• Records of each student's performance are kept with respect to each objective.	2
• Students are kept informed of their progress.	14
• Students are involved in self-evaluation.	10
• Parents are informed of students' progress.	14
• No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER			
Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support			
Involvement			
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

School: 4101

INDIVIDUAL SITE ASSESSMENT

School: 4101

Grades: K-3

A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

***States in this region are: Connecticut, Maine, Massachusetts New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands**

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 263
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	49	7	
1	24	8	
2	48	9	
3	46	10	
4	48	11	
5	48	12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	1
Black	17
Mexican American	
Puerto Rican	
White	82
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	49			2	6		92	
1	24		13				87	
2	48		15		6		79	
3	46		15				85	
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	1.1	0.8
2	1.0	0.7
3	1.4	0.9
4		
5		
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	1.2	0.8

- Name of Standardized Test(s) Used: Stanford Reading Achievement

C. Right to Read Teacher Characteristics

- Total Number Reported: 5

	Mean	Range
Age	35	22-42
No. Years Teaching Experience	8	2-21

Sex	Male	Female
No.		5
Percent		100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			1			4		
Percent			20			80		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	4	1			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	4	1						

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				5		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		2	3		

---

*Total number of classes for which achievement data were reported: 5

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		2	1	1		1
In-service Training	3	2				
Reading Specialist	1	4				
Instructional Materials	2	2	1			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	3
Yes, if changes are made	2
Questionable	
No	
No Response	

D. **Identification of Project Director**

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
X			

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☒
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☒
14. Advise on parental involvement ☒
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	80%
• Were paid	80%
• Were: Parent	20%
Student teacher	20%
Community organization member	20%
High school student	20%
Other	20%
• Average number of hours aides worked per semester	87
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ________________________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
3	2		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☐
Technical Assistant Team (TAT) members ☒
Project director ☐
Reading specialist ☐
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☐
Parents ☐
No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☐
University courses ☒
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- UTF Members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
☐	☒	☐	☐

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☒
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	150
Reading is taught indirectly through other subject matter	182
Special assistance is provided outside the classroom for students in special need of reading help	84
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	295
Reading specialist (responsible for more than one class)	20
Team teachers	76
Students doing cross-age teaching	6
Tutor-specialist	0
Tutor-aide	57
Other	36
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	61
Small groups (5 or fewer students)	52
Large groups (6 or more students)	78
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	96%	74%
Non-Standard English	3	3
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		23

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	21
Code emphasis	15
Linguistics	2
Modified alphabet	0
Responsive environment	1
Programmed learning	4
Individualized reading	57
Language experience	31
Eclectic or teacher's own	59
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	41
Other programmed instruction	5
Gaming/simulation	1
Instructional TV	0
Interactive media	2
Intensive involvement	9
Discussion groups	52
Demonstration-performance	23
Lecture	4
Contracts	1
Use of supplementary materials	44
Other	4
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	5
The teacher has formulated or selected specific objectives for each student.	4
The teacher has formulated or selected specific objectives for the entire class.	3
The teacher has developed or identified an instrument for measuring attitudes toward reading.	5
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
Performance of students is measured in terms of objectives set for each individual.	4
Performance of students is measured in terms of objectives set for the entire class.	4
Visible records are kept of class performance.	3
Records of each student's performance are kept with respect to each objective.	4
Students are kept informed of their progress.	3
Students are involved in self-evaluation.	2
Parents are informed of students' progress.	5
No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior	X	X			
Student Reading Achievement	X	X			
Reading-Related Skills					
TEACHER					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

---

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude		X	
TEACHER			
Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations	X		
PARENT/COMMUNITY			
Support			
Involvement	X		
PROGRAM			
Success of Inservice Training	X		
Program Flexibility			
Helpfulness of Technical Assistance	X		
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers	X		

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

X More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

X Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4201

INDIVIDUAL SITE ASSESSMENT

School: 4201

Grades: 1-4

A. School Characteristics

1. Geographic Region

A	B	C*	D	E	F
		X			

*States in this region are: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 605
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	60	7	
1	129	8	
2	143	9	
3	133	10	
4	140	11	
5		12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	2
Mexican American	
Puerto Rican	
White	98
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	129		2				98	
2	143		2				98	
3	133		2				98	
4	140		2				98	
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	1.1	0.8
2	1.0	0.7
3	1.4	0.9
4		
5		
6		

- Overall Mean Gain for School (means adjusted for differing class sizes): 1.2 — St. Dev. 0.8
- Name of Standardized Test(s) Used: CAT-Reading

C. Right to Read Teacher Characteristics

- Total Number Reported: 22

	Mean	Range
Age	35	<20 - 55+
No. Years Teaching Experience	10	1 - 33

- Sex

	Male	Female
No.	1	21
Percent	5	95

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	3		2			16		
Percent	12		9			79		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	19			3	

- Area of Degree

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	20			1				

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		21		

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.		1	1	20	

---

*Total number of classes for which achievement data were reported: 15

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		15	6	1		
In-service Training	14	8				
Reading Specialist	13	8				1
Instructional Materials	12	10				

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	21
Yes, if changes are made	
Questionable	
No	
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D. C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. **Parent Involvement**

- Extent of Involvement

High	Medium	Low	No Indication
			X

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☒

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	91%
• Were paid	82%
• Were: Parent	73%
Student teacher	0
Community organization member	0
High school student	0
Other	36%
• Average number of hours aides worked per semester	324
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ____________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
15	7		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  ☒ Consultants
  ☒ Technical Assistant Team (TAT) members
  ☒ Project director
  ☒ Reading specialist
  ☐ Classroom teacher
  ☐ No indication

- Individuals trained:

  ☐ Reading specialist/teacher
  ☒ Classroom teachers
  ☐ Other staff
  ☒ Paraprofessionals
  ☐ Parents
  ☐ No indication

- Training areas·

☒ Learning theory
☒ Student background and self concept
☐ Language development
☐ Motor and perceptual skills
☐ Right to Read Program
☒ Diagnostic/prescriptive approach

☒ Instructional approach
☒ Instructional materials
☐ Teaching techniques
☒ Classroom organization and management
☐ Evaluation
☐ No indication

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

☐ Meet with TATs
☐ Develop proposal or work statement
☒ Needs assessment
☐ Develop diagnostic/prescriptive approach
☐ Identify objectives
☐ Gather data
☐ Complete PPP
☐ Develop materials
☐ Inservice training
☐ Budget
☐ Information dissemination
☐ Develop tests
☐ Evaluation
☐ No indication

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

☐ Consultants
☐ Administrators
☐ Reading specialist
☐ Teachers
☐ Parents
☐ Others
☒ No indication

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	137
Reading is taught indirectly through other subject matter	183
Special assistance is provided outside the classroom for students in special need of reading help	7
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	342
Reading specialist (responsible for more than one class)	0
Team teachers	20
Students doing cross-age teaching	0
Tutor-specialist	10
Tutor-aide	339
Other	5
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	18
Small groups (5 or fewer students)	22
Large groups (6 or more students)	116
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	95%
Non-Standard English		1
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		4

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	126
Code emphasis	40
Linguistics	42
Modified alphabet	0
Responsive environment	18
Programmed learning	18
Individualized reading	12
Language experience	16
Eclectic or teacher's own	127
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	8
Other programmed instruction	13
Gaming/simulation	0
Instructional TV	7
Interactive media	40
Intensive involvement	0
Discussion groups	36
Demonstration-performance	88
Lecture	10
Contracts	2
Use of supplementary materials	97
Other	16
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
● Diagnostic reading tests are used with most or all students to determine individual reading needs.	21
● The teacher has formulated or selected specific objectives for each student.	20
● The teacher has formulated or selected specific objectives for the entire class.	20
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	18
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	16
● Performance of students is measured in terms of objectives set for each individual.	21
● Performance of students is measured in terms of objectives set for the entire class.	8
● Visible records are kept of class performance.	16
● Records of each student's performance are kept with respect to each objective.	19
● Students are kept informed of their progress.	22
● Students are involved in self-evaluation.	21
● Parents are informed of students' progress.	22
● No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X				X
Student Reading Achievement	X	X			
Reading-Related Skills	X				X
TEACHER					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior	X	X			
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude	X				X
PROGRAM					
Information Dissemination	X	X			
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude	X		
TEACHER Competency	X		
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations	X		
PARENT/COMMUNITY Support			
Involvement	X		
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
X Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4301

INDIVIDUAL SITE ASSESSMENT

School: 4301

Grades: 7-9

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 554
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	186
1		8	173
2		9	195
3		10	
4		11	
5		12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	2
Asian	
Black	
Mexican American	
Puerto Rican	
White	98
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7	90	1				1	98	
8	86	1				1	98	
9	24	1			0.5	0.5	98	
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
7	1.0	0.9
8	0.9	0.9
9	0.9	1.8

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.9 1.2
- Name of Standardized Test(s) Used Gates MacGinitie, ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported 7

	Mean	Range
Age	34	22-55+
No. Years Teaching Experience	9	1-26

Sex	Male	Female
No.	2	5
Percent	29	71

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						7		
Percent						100		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	6	1			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	4	1	2					

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	1				6	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.				7	

---

*Total number of classes for which achievement data were reported: 12

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement						7
In-service Training		4	3			
Reading Specialist	3	3	1			
Instructional Materials	2	2	2	1		

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	6
Yes, if changes are made	1
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

Asst. Principal

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	100 %
• Were paid	52 %
• Were: Parent	
Student teacher	
Community organization member	
High school student	
Other	100 %
• Average number of hours aides worked per semester	540
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	
Other ______	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
11	12		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☒
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☐
  Parents ☐
  No indication ☐

- Training areas·

  Learning theory ☐
  Student background and self concept ☐
  Language development ☐
  Motor and perceptual skills ☐
  Right to Read Program ☐
  Diagnostic/prescriptive approach ☐
  Instructional approach ☒
  Instructional materials ☒
  Teaching techniques ☒
  Classroom organization and management ☐
  Evaluation ☐
  No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☒
  University courses ☐
  Video taping, audio-visuals, multi-media ☒
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
X			

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☒
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☒
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	8
Reading is taught indirectly through other subject matter	70
Special assistance is provided outside the classroom for students in special need of reading help	12
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	0
Reading specialist (responsible for more than one class)	20
Team teachers	70
Students doing cross-age teaching	0
Tutor-specialist	70
Tutor-aide	27
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	
Small groups (5 or fewer students)	
Large groups (6 or more students)	
No indication	X

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 23

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	0
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	0
Language experience	0
Eclectic or teacher's own	90
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	
Other programmed instruction	
Gaming/simulation	
Instructional TV	
Interactive media	
Intensive involvement	
Discussion groups	
Demonstration-performance	
Lecture	
Contracts	
Use of supplementary materials	
Other	
No indication	X

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	23
• The teacher has formulated or selected specific objectives for each student.	17
• The teacher has formulated or selected specific objectives for the entire class.	18
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	17
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	17
• Performance of students is measured in terms of objectives set for each individual.	17
• Performance of students is measured in terms of objectives set for the entire class.	15
• Visible records are kept of class performance.	23
• Records of each student's performance are kept with respect to each objective.	20
• Students are kept informed of their progress.	23
• Students are involved in self-evaluation.	20
• Parents are informed of students' progress.	23
• No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills					
TEACHER					
Teacher Competency					
Teacher Attitude	X				X
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS X

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
X Expand program within school/school district
___ More materials/equipment/personnel
X Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4506

INDIVIDUAL SITE ASSESSMENT

School: 4506

Grades: K-3

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
	X	

3. Student Population (Total School)

- Total Reported Enrollment 733
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	161	7	
1	168	8	
2	180	9	
3	206	10	
4		11	
5		12	
6		Spec Ed	18

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	1
Black	2
Mexican American	36
Puerto Rican	
White	61
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	168	1	2	41	1		56	
2	180	1	2	41	1		56	
3	206	1	2	41	1		56	
4								
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	2.1	0.9
2	1.6	1.1
3	1.1	0.9
4		
5		
6		

- Overall Mean Gain for School (means adjusted for differing class sizes) 1.6 1.1
- Name of Standardized Test(s) Used CTBS

C. Right to Read Teacher Characteristics

- Total Number Reported 22

	Mean	Range
Age	30	22-55+
No. Years Teaching Experience	6	1-23

Sex	Male	Female
No.	3	19
Percent	14	86

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	2			10		10		
Percent	10			45		45		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	19	2			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	18	1	1				1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	1		2	17	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	14	7		

---

*Total number of classes for which achievement data were reported: 19

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		3	10	6		3
In-service Training	9	9	4			
Reading Specialist	16	6				
Instructional Materials	6	7	3	5		1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	11
Yes, if changes are made	11
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X	X				

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
		X	

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☐	☐	☒	☐

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☒
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	14%
• Were paid	14%
• Were: Parent	
Student teacher	
Community organization member	
High school student	
Other	14%
• Average number of hours aides worked per semester	165
• Types of Activities Performed:	
Tutoring students	X
Marking tests	
Distributing materials	
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	
Other ____________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
2			

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☐
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☐
  Classroom teacher ☐
  No indication ☒

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☐
  Parents ☐
  No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☒
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	☒
School visitations, demonstration teaching, classroom observations	☐
University courses	☐
Video taping, audio-visuals, multi-media	☐
No indication	☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- UTF Members:

Consultants	☐
Administrators	☒
Reading specialist	☐
Teachers	☒
Parents	☒
Others	☐
No indication	☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☒
Develop proposal or work statement ☒
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☒

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☒
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☒
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	102
Reading is taught indirectly through other subject matter	157
Special assistance is provided outside the classroom for students in special need of reading help	106
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	269
Reading specialist (responsible for more than one class)	123
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	12
Tutor-aide	22
Other	9
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	55
Small groups (5 or fewer students)	63
Large groups (6 or more students)	108
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 22

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	95	50
Non-Standard English	0	2
Spanish	5	23
French		2
American Indian language or dialect		
Japanese		
No indication		23

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	42
Code emphasis	49
Linguistics	16
Modified alphabet	0
Responsive environment	13
Programmed learning	12
Individualized reading	48
Language experience	22
Eclectic or teacher's own	29
Other	10
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	6
Other programmed instruction	15
Gaming/simulation	5
Instructional TV	12
Interactive media	0
Intensive involvement	0
Discussion groups	56
Demonstration-performance	45
Lecture	17
Contracts	55
Use of supplementary materials	59
Other	19
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	22
• The teacher has formulated or selected specific objectives for each student.	22
• The teacher has formulated or selected specific objectives for the entire class.	20
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	16
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	16
• Performance of students is measured in terms of objectives set for each individual.	22
• Performance of students is measured in terms of objectives set for the entire class.	14
• Visible records are kept of class performance.	22
• Records of each student's performance are kept with respect to each objective.	21
• Students are kept informed of their progress.	22
• Students are involved in self-evaluation.	13
• Parents are informed of students' progress.	22
• No indication	

11. Total Funding for 1972-73 school year: No clear indication

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency	X	X			
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			X
Attitude	X		
TEACHER			
Competency	X		
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support			X
Involvement			X
PROGRAM			
Success of Inservice Training	X		
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS ___________

---

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
X More emphasis on diagnostic-prescriptive approach
X More emphasis on individualization of instruction
X Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4510

INDIVIDUAL SITE ASSESSMENT

School: 4510

Grades: PreK-6

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1076
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
PreK- K	107	7	
1	140	8	
2	145	9	
3	185	10	
4	182	11	
5	136	12	
6	181		

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	8
Mexican American	88
Puerto Rican	
White	4
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	140		7	88			6	
2	145		12	83			4	
3	185		8	88			4	
4	182		7	91			2	
5	136		7	88			5	
6	181		9	86			5	
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	0.7	0.5
2	0.7	1.1
3	0.8	1.0
4	1.2	1.4
5	1.4	1.9
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	1.0	1.3

- Name of Standardized Test(s) Used: Met.Readiness, Stanford Diagnostic

C. Right to Read Teacher Characteristics

- Total Number Reported: 19

	Mean	Range
Age	34	<20-55+
No. Years Teaching Experience	9	1-26

Sex	Male	Female
No.		18
Percent		100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.	1		7	7		4		
Percent	8		36	36		20		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	13	4		1	

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	19							

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.			1	15	3	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	4	10	5		

---

*Total number of classes for which achievement data were reported: 27

o Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1	2		3		13
In-service Training	1	6	1	3	3	5
Reading Specialist	3	5	4	2		5
Instructional Materials	5	7	3	1		3

o Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	11
Yes, if changes are made	3
Questionable	2
No	1
No Response	2

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
		X				

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
	X		X		

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication
X		

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☒
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☒
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

•	Worked in classrooms	84 %
•	Were paid	37 %
•	Were: Parent	5%
	Student teacher	5%
	Community organization member	
	High school student	
	Other	74%
•	Average number of hours aides worked per semester	347
•	Types of Activities Performed:	X
	Tutoring students	
	Marking tests	X
	Distributing materials	X
	Working in small and large groups	X
	Preparing materials	X
	Liaison with parents and other outside personnel	X
	Bus monitoring	X
	Supervising recreational activities in or outside class	X
	Classroom maintenance	X
	Supervising field trips	X
	Other ______________________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	6		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

☒ Consultants
☐ Technical Assistant Team (TAT) members
☐ Project director
☐ Reading specialist
☐ Classroom teacher
☐ No indication

- Individuals trained:

☐ Reading specialist/teacher
☒ Classroom teachers
☐ Other staff
☐ Paraprofessionals
☐ Parents
☐ No indication

- Training areas·

☐ Learning theory
☐ Student background and self concept
☐ Language development
☐ Motor and perceptual skills
☐ Right to Read Program
☐ Diagnostic/prescriptive approach

☐ Instructional approach
☒ Instructional materials
☐ Teaching techniques
☐ Classroom organization and management
☐ Evaluation
☐ No indication

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	X
School visitations, demonstration teaching, classroom observations	
University courses	
Video taping, audio-visuals, multi-media	
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs	☐	Develop materials	☐
Develop proposal or work statement	☐	Inservice training	☐
Needs assessment	☐	Budget	☐
Develop diagnostic/prescriptive approach	☐	Information dissemination	☐
Identify objectives	☐	Develop tests	☐
Gather data	X	Evaluation	☐
Complete PPP	☐	No indication	☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants	☐
Administrators	☐
Reading specialist	☐
Teachers	☐
Parents	☐
Others	☐
No indication	X

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☒
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	76 %	39%
Non-Standard English	7	17
Spanish	17	36
French		
American Indian language or dialect		
Japanese		
No indication		8

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	16
Code emphasis	12
Linguistics	14
Modified alphabet	6
Responsive environment	11
Programmed learning	16
Individualized reading	42
Language experience	63
Eclectic or teacher's own	6
Other	0
No indication	

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	90
Reading is taught indirectly through other subject matter	172
Special assistance is provided outside the classroom for students in special need of reading help	28
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	383
Reading specialist (responsible for more than one class)	14
Team teachers	28
Students doing cross-age teaching	7
Tutor-specialist	14
Tutor-aide	52
Other	59
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	64
Small groups (5 or fewer students)	56
Large groups (6 or more students)	50
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 19

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	6
Other programmed instruction	3
Gaming/simulation	25
Instructional TV	4
Interactive media	11
Intensive involvement	8
Discussion groups	38
Demonstration-performance	36
Lecture	18
Contracts	9
Use of supplementary materials	33
Other	3
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	16
• The teacher has formulated or selected specific objectives for each student.	14
• The teacher has formulated or selected specific objectives for the entire class.	12
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	12
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
• Performance of students is measured in terms of objectives set for each individual.	12
• Performance of students is measured in terms of objectives set for the entire class.	8
• Visible records are kept of class performance.	11
• Records of each student's performance are kept with respect to each objective.	13
• Students are kept informed of their progress.	16
• Students are involved in self-evaluation.	15
• Parents are informed of students' progress.	17
• No indication	

11. Total Funding for 1972-73 school year: Not clearly indicated

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X		X		
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills	X		
Attitude	X		
TEACHER			
Competency		X	
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support			X
Involvement	X		
PROGRAM			
Success of Inservice Training		X	
Program Flexibility			X
Helpfulness of Technical Assistance		X	
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS __________

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*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
X Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding
X More technical assistance

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4511

INDIVIDUAL SITE ASSESSMENT

School: 4511

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 749
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	99	7	
1	116	8	
2	115	9	
3	106	10	
4	102	11	
5	104	12	
6	80	Spec Ed	27

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	14
Mexican American	71
Puerto Rican	
White	
Other	14

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	99		31	68			1	
1	116		28	70			3	
2	115		24	71			4	
3	106		18	75			8	
4	102		23	75			3	
5	104		21	73			6	
6	80		16	76			8	
7								
8								
9								
10								
11								
12								
Spec Ed	27		7	85			7	

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.6	0.7
3	0.5	0.6
4	0.5	0.9
5	0.9	1.4
6	1.5	1.6
Overall Mean Gain for School (means adjusted for differing class sizes)	0.8	1.1

- Name of Standardized Test(s) Used: MAT, Stanford Diagnostic

C. Right to Read Teacher Characteristics

- Total Number Reported: 24

	Mean	Range
Age	41	22-55+
No. Years Teaching Experience	14	1-30

Sex	Male	Female
No.	1	22
Percent	5	95

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			6	2		15		
Percent			26	10		64		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	22	2			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	21	1	1	1				

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	2	3		12	5	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	2	10	11		

---

*Total number of classes for which achievement data were reported: 15

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		2	4	9	2	7
In-service Training		8	13			3
Reading Specialist		11	9	1		3
Instructional Materials	4	12	5			3

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	11
Yes, if changes are made	4
Questionable	5
No	3
No Response	1

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X			

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☒
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	88 %
• Were paid	42 %
• Were: Parent	21 %
Student teacher	4 %
Community organization member	
High school student	4 %
Other	54 %
• Average number of hours aides worked per semester	106
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ____________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	16		1

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

Consultants ☐
Technical Assistant Team (TAT) members ☐
Project director ☐
Reading specialist ☒
Classroom teacher ☐
No indication ☐

- Individuals trained:

Reading specialist/teacher ☐
Classroom teachers ☒
Other staff ☐
Paraprofessionals ☒
Parents ☒
No indication ☐

- Training areas·

Learning theory ☒
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☐

Instructional approach ☐
Instructional materials ☒
Teaching techniques ☐
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	X
School visitations, demonstration teaching, classroom observations	
University courses	X
Video taping, audio-visuals, multi-media	
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☒
Complete PPP ☒

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☒
Record progress ☐
Serve on special committees ☒
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☒
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☒
Special classes ☒
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	120
Reading is taught indirectly through other subject matter	160
Special assistance is provided outside the classroom for students in special need of reading help	125
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	297
Reading specialist (responsible for more than one class)	73
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	74
Tutor-aide	22
Other	59
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	48
Small groups (5 or fewer students)	94
Large groups (6 or more students)	135
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 24

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	95%	30 %
Non-Standard English	1	26
Spanish	4	41
French		
American Indian language or dialect		
Japanese		
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	37
Code emphasis	35
Linguistics	32
Modified alphabet	2
Responsive environment	6
Programmed learning	28
Individualized reading	48
Language experience	41
Eclectic or teacher's own	62
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	17
Other programmed instruction	26
Gaming/simulation	14
Instructional TV	3
Interactive media	13
Intensive involvement	0
Discussion groups	43
Demonstration-performance	73
Lecture	20
Contracts	1
Use of supplementary materials	68
Other	16
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	17
• The teacher has formulated or selected specific objectives for each student.	17
• The teacher has formulated or selected specific objectives for the entire class.	15
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	6
• Performance of students is measured in terms of objectives set for each individual.	17
• Performance of students is measured in terms of objectives set for the entire class.	9
• Visible records are kept of class performance.	15
• Records of each student's performance are kept with respect to each objective.	11
• Students are kept informed of their progress.	19
• Students are involved in self-evaluation.	16
• Parents are informed of students' progress.	18
• No indication	

11. Total Funding for 1972-73 school year: Not Clearly Indicated

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X			X	
Student Reading Achievement	X				X
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X		X		
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement	X		
Reading-Related Skills			X
Social Skills			X
Attitude	X		
TEACHER			
Competency			X
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY			
Support			X
Involvement	X		
PROGRAM			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

X Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

X Increased effort to involve parents/community

X Increased school-parent communications

X More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4512

INDIVIDUAL SITE ASSESSMENT

School: 4512

Grades: K-5

A. School Characteristics

1. Geographic Region

A	B	C	D*	E	F
			X		

*States in this region are: Arizona, Arkansas, California, New Mexico, Oklahoma, Texas

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 666
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	97	7	
1	116	8	
2	108	9	
3	117	10	
4	100	11	
5	108	12	
6		Spec. Ed.	20

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	14
Mexican American	71
Puerto Rican	
White	
Other	14

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	97		34	57			9	
1	116		30	62			8	
2	108		45	45			9	
3	117		33	56			11	
4	100		35	48			17	
5	108		35	51	1		13	
6								
7								
8								
9								
10								
11								
12								
spec ed.	10		35	55			10	

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	0.7	0.6
3	1.0	1.2
4	0.7	0.9
5	1.8	1.6
6		
Overall Mean Gain for School (means adjusted for differing class sizes)	1.1	1.2

- Name of Standardized Test(s) Used: MAT, Stanford Diagnostic

C. Right to Read Teacher Characteristics

- Total Number Reported: 14

	Mean	Range
Age	37	22-55+
No. Years Teaching Experience	9	1-26

Sex	Male	Female
No.		14
Percent		100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.			4	2		7	1	
Percent			28	14		50	8	

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	12	2			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	13	1						

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		2		8	4	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	9	3	2		

---

*Total number of classes for which achievement data were reported: 15

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	1		1			12
In-service Training	3	8	1	1		1
Reading Specialist	5	6		2		1
Instructional Materials	6	4	3			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	14
Yes, if changes are made	
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X		X			

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X		X		

Forecast Outcomes	Information Dissemination	No Indication
	X	

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
X			

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☒
12. Community relations ☒
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		40%
• Were paid		25%
• Were:	Parent	15%
	Student teacher	5 %
	Community organization member	
	High school student	25%
	Other	
• Average number of hours aides worked per semester		103
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		
Classroom maintenance		X
Supervising field trips		X
Other ____________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
5	3		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  ☒ Consultants
  ☐ Technical Assistant Team (TAT) members
  ☐ Project director
  ☐ Reading specialist
  ☐ Classroom teacher
  ☐ No indication

- Individuals trained:

  ☐ Reading specialist/teacher
  ☒ Classroom teachers
  ☐ Other staff
  ☐ Paraprofessionals
  ☐ Parents
  ☐ No indication

- Training areas·

☐ Learning theory
☐ Student background and self concept
☐ Language development
☐ Motor and perceptual skills
☐ Right to Read Program
☐ Diagnostic/prescriptive approach

☒ Instructional approach
☒ Instructional materials
☒ Teaching techniques
☒ Classroom organization and management
☐ Evaluation
☐ No indication

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	X
School visitations, demonstration teaching, classroom observations	X
University courses	X
Video taping, audio-visuals, multi-media	
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	
Administrators	
Reading specialist	
Teachers	
Parents	
Others	
No indication	X

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☒

Develop materials ☒
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☒
Information dissemination ☐
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☒
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	149
Reading is taught indirectly through other subject matter	126
Special assistance is provided outside the classroom for students in special need of reading help	74
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	192
Reading specialist (responsible for more than one class)	93
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	38
Tutor-aide	16
Other	15
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	70
Small groups (5 or fewer students)	92
Large groups (6 or more students)	111
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 20

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	53 %
Non-Standard English		5
Spanish		35
French		
American Indian language or dialect		
Japanese		
No indication		17

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	62
Code emphasis	53
Linguistics	21
Modified alphabet	0
Responsive environment	2
Programmed learning	7
Individualized reading	37
Language experience	16
Eclectic or teacher's own	12
Other	11
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	9
Other programmed instruction	44
Gaming/simulation	5
Instructional TV	3
Interactive media	7
Intensive involvement	5
Discussion groups	50
Demonstration-performance	26
Lecture	24
Contracts	3
Use of supplementary materials	59
Other	9
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	19
• The teacher has formulated or selected specific objectives for each student.	13
• The teacher has formulated or selected specific objectives for the entire class.	18
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	16
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	14
• Performance of students is measured in terms of objectives set for each individual.	16
• Performance of students is measured in terms of objectives set for the entire class.	14
• Visible records are kept of class performance.	10
• Records of each student's performance are kept with respect to each objective.	16
• Students are kept informed of their progress.	19
• Students are involved in self-evaluation.	16
• Parents are informed of students' progress.	19
• No indication	

11. Total Funding for 1972-73 school year: No Clear Indication

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X		X		
Student Reading Achievement	X	X			
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement	X	X			
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement	X		
Reading-Related Skills			X
Social Skills	X		
Attitude	X		
TEACHER Competency			X
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations			X
PARENT/COMMUNITY Support			X
Involvement	X		
PROGRAM Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

____ More emphasis on reading-related skills
____ Increased emphasis on improving student achievement
____ Increased emphasis on improving student attitude
____ More remedial help
____ Increased effort to involve parents/community
____ Increased school-parent communications
____ More staff training
____ More emphasis on diagnostic-prescriptive approach
____ More emphasis on individualization of instruction
____ Expand program within school/school district
____ More materials/equipment/personnel
____ Increased emphasis on improving teacher competency
____ Increased emphasis on improving teacher attitude
____ Improved evaluation techniques
____ Re-definition of needs
____ Improved communication with HEW
____ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS X

School: 4601

INDIVIDUAL SITE ASSESSMENT

School: 4601

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 126
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	20	7	
1	16	8	
2	17	9	
3	13	10	
4	14	11	
5	15	12	
6	15	Early child	16

- Student Ethnicity (Total School)

	Percent
American Indian	8
Asian	3
Black	
Mexican American	4
Puerto Rican	
White	85
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	20	45		5			50	
1	16	31		5			63	
2	17	35		6			59	
3	13	8		23			69	
4	14	57					43	
5	15			13			80	
6	15	13					80	
7								
8								
9								
10								
11								
12								
Early child	16	56		13			31	

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

○ Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1	0.6	0.6
2	1.0	1.0
3	1.3	1.3
4	1.6	0.8
5	2.1	2.1
6	2.7	2.4
○ Overall Mean Gain for School (means adjusted for differing class sizes)	1.6	1.7

○ Name of Standardized Test(s) Used CTBS

C. Right to Read Teacher Characteristics

● Total Number Reported 4

	Mean	Range
○ Age	30	22-37
○ No. Years Teaching Experience	8	1-13

● Sex	Male	Female
No.	2	2
Percent	50	50

● Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						4		
Percent						100		

○ Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	3	1			

● Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	4							

● Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.				4		

○ Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.				4	

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*Total number of classes for which achievement data were reported: 6

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	4					
In-service Training	4					
Reading Specialist	4					
Instructional Materials	4					

- **Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:**

	No. of Teachers:
Yes	4
Yes, if changes are made	
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☒
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☒
7. Needs assessment ☐
8. Diagnosis/prescription ☒
9. Identify objectives ☒
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☒
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☒
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		75%
• Were paid		75%
• Were:	Parent	75%
	Student teacher	
	Community organization member	25%
	High school student	
	Other	75%
• Average number of hours aides worked per semester		102
• Types of Activities Performed:		
Tutoring students		X
Marking tests		
Distributing materials		
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		
Classroom maintenance		
Supervising field trips		
Other ______________________________		

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
2	1		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  - Consultants ☒
  - Technical Assistant Team (TAT) members ☐
  - Project director ☐
  - Reading specialist ☐
  - Classroom teacher ☐
  - No indication ☐

- Individuals trained:

  - Reading specialist/teacher ☐
  - Classroom teachers ☒
  - Other staff ☐
  - Paraprofessionals ☐
  - Parents ☐
  - No indication ☐

- Training areas:

  - Learning theory ☐
  - Student background and self concept ☐
  - Language development ☐
  - Motor and perceptual skills ☐
  - Right to Read Program ☐
  - Diagnostic/prescriptive approach ☐
  - Instructional approach ☐
  - Instructional materials ☒
  - Teaching techniques ☒
  - Classroom organization and management ☐
  - Evaluation ☐
  - No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
☐	☐	☐	☒

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☒
Contracts ☐
Individualized instruction ☒
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	68
Reading is taught indirectly through other subject matter	94
Special assistance is provided outside the classroom for students in special need of reading help	16
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	371
Reading specialist (responsible for more than one class)	0
Team teachers	22
Students doing cross-age teaching	45
Tutor-specialist	22
Tutor-aide	36
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	43
Small groups (5 or fewer students)	47
Large groups (6 or more students)	69
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 4

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	85 %
Non-Standard English		
Spanish		
French		
American Indian language or dialect		12
Japanese		
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	10
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	40
Language experience	50
Eclectic or teacher's own	46
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	21
Other programmed instruction	2
Gaming/simulation	2
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	41
Demonstration-performance	18
Lecture	22
Contracts	0
Use of supplementary materials	36
Other	14
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
● Diagnostic reading tests are used with most or all students to determine individual reading needs.	4
● The teacher has formulated or selected specific objectives for each student.	4
● The teacher has formulated or selected specific objectives for the entire class.	4
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	4
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	0
● Performance of students is measured in terms of objectives set for each individual.	4
● Performance of students is measured in terms of objectives set for the entire class.	0
● Visible records are kept of class performance.	0
● Records of each student's performance are kept with respect to each objective.	4
● Students are kept informed of their progress.	4
● Students are involved in self-evaluation.	4
● Parents are informed of students' progress.	4
● No indication	

11. Total Funding for 1972-73 school year: $40, 000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X		X		
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude	X		
TEACHER			
Competency			
Attitude	X		
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY			
Support	X		
Involvement	X		
PROGRAM			
Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
__X Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
__X More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 4701

INDIVIDUAL SITE ASSESSMENT

School: 4701

Grades: 4-5

A. School Characteristics

1. Geographic Region

A*	B	C	D	E	F
X					

*States in this region are: Connecticut, Maine, Massachusetts New Hampshire, New Jersey, New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 378
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	
1		8	
2		9	
3		10	
4	197	11	
5	181	12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	
Mexican American	
Puerto Rican	
White	100
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4	84						100	
5	76						100	
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

o Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3		
4	1.0	1.2
5	1.6	2.0
6		
o Overall Mean Gain for School (means adjusted for differing class sizes)	1.3	1.6

o Name of Standardized Test(s) Used: MAT

C. Right to Read Teacher Characteristics

		Mean	Range
o Total Number Reported		7	
o Age		42	22-55+
o No. Years Teaching Experience		18	4-35
		Male	Female
o Sex	No.		7
	Percent		100

o Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indicatio
No.						7		
Percent						100		

o Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	6	1			

o Area of Degree	Educ	Soc Sci	Human-ities	Fine Arts	Phys Sci	Math	Other	No Indi catio
No.	7							

o Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		4	2	

o Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		2		5	

---

*Total number of classes for which achievement data were reported: 7

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement		1	2			4
In-service Training	1	3				3
Reading Specialist	3	3				1
Instructional Materials	4	1	1			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	3
Yes, if changes are made	3
Questionable	
No	1
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X		X			

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X				X	

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X			X	

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☒
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☒
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☒
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms	100%
• Were paid	100%
• Were: Parent	86%
Student teacher	
Community organization member	
High school student	57%
Other	71%
• Average number of hours aides worked per semester	173
• Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	X
Bus monitoring	X
Supervising recreational activities in or outside class	X
Classroom maintenance	X
Supervising field trips	X
Other ____________________	X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
4	3		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☐
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☒
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☐
  Parents ☐
  No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☒
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☒
University courses ☐
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☒
No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☒
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
		X	

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☒
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☒
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☒
Review program progress ☒
Information dissemination ☒
Evaluation ☐
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☒
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☒

Supplementary materials ☐
Games, manipulatives ☒
Audio-Visual, Multimedia ☒
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	121
Reading is taught indirectly through other subject matter	64
Special assistance is provided outside the classroom for students in special need of reading help	96
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	64
Reading specialist (responsible for more than one class)	105
Team teachers	0
Students doing cross-age teaching	0
Tutor-specialist	96
Tutor-aide	182
Other	29
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	45
Small groups (5 or fewer students)	30
Large groups (6 or more students)	44
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 7

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100 %	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	0
Code emphasis	0
Linguistics	0
Modified alphabet	0
Responsive environment	0
Programmed learning	0
Individualized reading	45
Language experience	0
Eclectic or teacher's own	0
Other	76
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	0
Other programmed instruction	0
Gaming/simulation	2
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	0
Demonstration-performance	0
Lecture	0
Contracts	0
Use of supplementary materials	0
Other	118
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
● Diagnostic reading tests are used with most or all students to determine individual reading needs.	7
● The teacher has formulated or selected specific objectives for each student.	7
● The teacher has formulated or selected specific objectives for the entire class.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
● The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	7
● Performance of students is measured in terms of objectives set for each individual.	7
● Performance of students is measured in terms of objectives set for the entire class.	0
● Visible records are kept of class performance.	7
● Records of each student's performance are kept with respect to each objective.	7
● Students are kept informed of their progress.	7
● Students are involved in self-evaluation.	6
● Parents are informed of students' progress.	7
● No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X		X		
Student Behavior	X		X		
Student Reading Achievement	X		X		
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude	X		
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach	X		
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
X Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
X Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 5001

INDIVIDUAL SITE ASSESSMENT

School: 5001
Grades: 7-9

A. School Characteristics

1. Geographic Region

A	B	C	D	E	F*
					X

*States in this region are: Alaska, Idaho, Guam, Nevada, Oregon, Washington

2. Urban-Rural Index

Urban	Suburban	Rural
		X

3. Student Population (Total School)

- Total Reported Enrollment 422
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	123
1		8	165
2		9	134
3		10	
4		11	
5		12	
6			

- Student Ethnicity (Total School)

	Percent
American Indian	19
Asian	1
Black	2
Mexican American	1
Puerto Rican	
White	76
Other	1

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7	120	20	5				75	
8	40	28	12				60	
9	40	34					67	
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)		Mean Gain per Month	St. Dev.
1	7	0.9	1.5
2	8	0.4	1.4
3	9	0.9	1.6
4			
5			
6			

- Overall Mean Gain for School (means adjusted for differing class sizes) 0.7 1.5
- Name of Standardized Test(s) Used CTBS

C. Right to Read Teacher Characteristics

- Total Number Reported 4

	Mean	Range
Age	27	22-42
No. Years Teaching Experience	6	1-20

- Sex

	Male	Female
No.	2	2
Percent	50	50

- Ethnicity

	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						4		
Percent						100		

- Degree

	BA or BS	MA or MS	PhD	Other	No Indication
No.	3	1			

- Area of Degree

	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	2	2						

- Job Title

	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		3		1		

- Residential Index

	Inner City	Urban	Suburban	Rural	No Indication
No.				4	

---

*Total number of classes for which achievement data were reported: 6

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement		2		2		
In-service Training	2		2			
Reading Specialist		4				
Instructional Materials	1	1				2

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	4
Yes, if changes are made	
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
					X	

E. Effectiveness of Right To Read Materials

- **Program Planning Procedure (PPP)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- **Status and Reporting Center (S and RC)**

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X				

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
☐	☐	☐	☒

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☒
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☐	☐	☒	☐

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☐
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

• Worked in classrooms		100 %
• Were paid		43 %
• Were:	Parent	
	Student teacher	
	Community organization member	
	High school student	
	Other	93 %
• Average number of hours aides worked per semester		284
• Types of Activities Performed:		
Tutoring students		X
Marking tests		X
Distributing materials		X
Working in small and large groups		X
Preparing materials		X
Liaison with parents and other outside personnel		
Bus monitoring		
Supervising recreational activities in or outside class		
Classroom maintenance		X
Supervising field trips		
Other ______________________		X

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
10	4		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☐
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☒
  Parents ☐
  No indication ☐

- Training areas·

Learning theory ☐
Student background and self concept ☒
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☐
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☒
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☒
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☐
Commercially made programs ☐
Student grouping ☐
Special classes ☒
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	74
Reading is taught indirectly through other subject matter	12
Special assistance is provided outside the classroom for students in special need of reading help	0
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	0
Reading specialist (responsible for more than one class)	22
Team teachers	77
Students doing cross-age teaching	0
Tutor-specialist	0
Tutor-aide	106
Other	15
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	57
Small groups (5 or fewer students)	24
Large groups (6 or more students)	27
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	17
Code emphasis	13
Linguistics	0
Modified alphabet	0
Responsive environment	2
Programmed learning	7
Individualized reading	5
Language experience	3
Eclectic or teacher's own	6
Other	34
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	67
Other programmed instruction	78
Gaming/simulation	16
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	8
Demonstration-performance	18
Lecture	6
Contracts	0
Use of supplementary materials	71
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	14
• The teacher has formulated or selected specific objectives for each student.	12
• The teacher has formulated or selected specific objectives for the entire class.	14
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	12
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
• Performance of students is measured in terms of objectives set for each individual.	10
• Performance of students is measured in terms of objectives set for the entire class.	2
• Visible records are kept of class performance.	14
• Records of each student's performance are kept with respect to each objective.	14
• Students are kept informed of their progress.	14
• Students are involved in self-evaluation.	12
• Parents are informed of students' progress.	14
• No indication	

11. Total Funding for 1972-73 school year: $50,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X				X
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training	X	X			
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement	X		
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support	X		
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS __________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

___ Increased effort to involve parents/community

___ Increased school-parent communications

___ More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 5101

INDIVIDUAL SITE ASSESSMENT

School: 5101

Grades: K-6

A. School Characteristics

1. Geographic Region

A	B*	C	D	E	F
	X				

*States in this region are: D.C., Delaware, Illinois, Indiana, Maryland, Michigan, Ohio, Pennsylvania, Virginia, West Virginia

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 423
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	39	7	
1	57	8	
2	41	9	
3	58	10	
4	60	11	
5	77	12	
6	76	Spec Ed.	15

- Student Ethnicity (Total School)

	Percent
American Indian	
Asian	
Black	19
Mexican American	
Puerto Rican	
White	81
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1	57		17.5				82.5	
2	41		12.2				87.8	
3	58		15.5				84.5	
4	60		13.3				86.7	
5								
6								
7								
8								
9								
10								
11								
12								

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

- Grade Level (includes only levels for which data were reported)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2	1.3	0.6
3	1.2	0.8
4	1.4	1.0
5		
6		

- Overall Mean Gain for School (means adjusted for differing class sizes) 1.3 0.8
- Name of Standardized Test(s) Used CAT

C. Right to Read Teacher Characteristics

- Total Number Reported 5

	Mean	Range
Age	33	22-55+
No. Years Teaching Experience	19	1-40

Sex	Male	Female
No.		5
Percent		100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						5		
Percent						100		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	4	1			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	4		1					

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		1		4		

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.	1	2	2		

---

*Total number of classes for which achievement data were reported: 6

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					No Indication or Not Included in Program
	Excellent	Good	Adequate	Poor	Very Poor	
Parent Involvement	2					3
In-service Training	2	1				2
Reading Specialist	2	1	1			1
Instructional Materials	2		2			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	3
Yes, if changes are made	
Questionable	
No	
No Response	2

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
					X

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source

Forecast Outcomes	Information Dissemination	No Indication
		X

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- Technical Assistant Activities:

1. Program planning ☐
2. Program implementation ☐
3. Interpret Right to Read planning materials ☒
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☒
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☒
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☒
16. Budget planning ☒
17. Evaluation ☒
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
☐	☐	☒	☐

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

● Worked in classrooms	0
● Were paid	
● Were: Parent	
Student teacher	
Community organization member	
High school student	
Other	
● Average number of hours aides worked per semester	
● Types of Activities Performed: Tutoring students	
Marking tests	
Distributing materials	
Working in small and large groups	
Preparing materials	
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	
Classroom maintenance	
Supervising field trips	
Other ______________________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

    Consultants ☒
    Technical Assistant Team (TAT) members ☐
    Project director ☐
    Reading specialist ☒
    Classroom teacher ☒
    No indication ☐

- Individuals trained:

    Reading specialist/teacher ☐
    Classroom teachers ☒
    Other staff ☒
    Paraprofessionals ☒
    Parents ☐
    No indication ☐

- Training areas·

Learning theory ☒
Student background and self concept ☒
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☒
Diagnostic/prescriptive approach ☒

Instructional approach ☒
Instructional materials ☐
Teaching techniques ☒
Classroom organization and management ☒
Evaluation ☒
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences	X
School visitations, demonstration teaching, classroom observations	X
University courses	
Video taping, audio-visuals, multi-media	X
No indication	

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

Consultants	
Administrators	X
Reading specialist	
Teachers	X
Parents	X
Others	
No indication	

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☐
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☐
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☐
Review program progress ☐
Information dissemination ☐
Evaluation ☐
No indication ☒

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☒
Testing ☒
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☐
Audio-Visual, Multimedia ☒
Commercially made programs ☐
Student grouping ☒
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☐
Reading specialist, tutors ☒
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	190
Reading is taught indirectly through other subject matter	104
Special assistance is provided outside the classroom for students in special need of reading help	45
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	346
Reading specialist (responsible for more than one class)	72
Team teachers	25
Students doing cross-age teaching	18
Tutor-specialist	0
Tutor-aide	18
Other	0
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	40
Small groups (5 or fewer students)	43
Large groups (6 or more students)	164
No indication	

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 5

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	92%
Non-Standard English		7
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		1

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	8
Code emphasis	84
Linguistics	4
Modified alphabet	0
Responsive environment	12
Programmed learning	10
Individualized reading	44
Language experience	7
Eclectic or teacher's own	77
Other	0
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	25
Other programmed instruction	4
Gaming/simulation	0
Instructional TV	0
Interactive media	0
Intensive involvement	0
Discussion groups	17
Demonstration-performance	32
Lecture	4
Contracts	0
Use of supplementary materials	31
Other	0
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	5
The teacher has formulated or selected specific objectives for each student.	3
The teacher has formulated or selected specific objectives for the entire class.	5
The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	4
Performance of students is measured in terms of objectives set for each individual.	4
Performance of students is measured in terms of objectives set for the entire class.	5
Visible records are kept of class performance.	5
Records of each student's performance are kept with respect to each objective.	3
Students are kept informed of their progress.	5
Students are involved in self-evaluation.	5
Parents are informed of students' progress.	5
No indication	

11. Total Funding for 1972-73 school year: $30,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment *

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior	X	X			
Student Reading Achievement	X				X
Reading-Related Skills	X				X
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior					
PARENT/COMMUNITY					
Parent/Community Involvement					
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations	X	X			
Inservice Training					
Additional Materials, Services or Personnel					

*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT Reading Achievement			
Reading-Related Skills			
Social Skills			
Attitude			
TEACHER Competency			
Attitude			
Teacher-Student Relations			
Teacher-Staff Relations			
PARENT/COMMUNITY Support			
Involvement			
PROGRAM Success of Inservice Training			
Program Flexibility			
Helpfulness of Technical Assistance			
Significant Changes in Reading Approach			
Individualization of Instruction			
Value of Assistance from Aides/Volunteers			

SITE DID NOT CLEARLY STATE FINDINGS X

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
___ Increased emphasis on improving student attitude
___ More remedial help
___ Increased effort to involve parents/community
___ Increased school-parent communications
___ More staff training
___ More emphasis on diagnostic-prescriptive approach
___ More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
___ Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
___ Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
X Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 5201

INDIVIDUAL SITE ASSESSMENT

School: 5201

Grades: PreK-6

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
☐	☐	☐	☐	☒	☐

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
☐	☐	☒

3. Student Population (Total School)

- Total Reported Enrollment 372
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K	68	7	
1	59	8	
2	43	9	
3	43	10	
4	41	11	
5	48	12	
6	42	Pre-K	22
		EMR	6

- Student Ethnicity (Total School)

	Percent
American Indian	1
Asian	
Black	
Mexican American	
Puerto Rican	
White	99
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year
2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K	68	1.4			1.4		97.2	
1	59	5.0			1.6		93.4	
2	43						100	
3	43	4.6					95.4	
4	41						100	
5	48						100	
6	42	2.3					97.7	
7								
8								
9								
10								
11								
12								
Pre-K	22						100	
EMR	6							

3. Reading Gains for 1972-73 School Year*
(see Vol. II, V, A for detailed report)

Grade Level (includes only levels for which data were reported)	Mean Gain per Month	St. Dev.
1		
2		
3	1.1	0.7
4	1.4	2.2
5	1.2	1.2
6	1.0	1.0
Overall Mean Gain for School (means adjusted for differing class sizes)	1.2	1.4

- Name of Standardized Test(s) Used: Gates MacGinitie, ITBS

C. Right to Read Teacher Characteristics

- Total Number Reported: 14

	Mean	Range
Age	43	20-55+
No. Years Teaching Experience	14	4-37

Sex	Male	Female
No.	1	13
Percent	7	93

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.							14	
Percent							100	

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	12	2			

Area of Degree	Educ	Soc Sci	Human-ities	Fine Arts	Phys Sci	Math	Other	No Indi-cation
No.	13						1	

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.		2		10	2	

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.		1		13	

---

*Total number of classes for which achievement data were reported: 8

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement	1	1	8	2		2
In-service Training	6	4	3			1
Reading Specialist	8	2				4
Instructional Materials	7	5	1			1

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No: of Teachers:
Yes	8
Yes, if changes are made	3
Questionable	
No	
No Response	3

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
	X					

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program.)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
X			

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
	X			

Forecast Outcomes	Information Dissemination	No Indication
	X	

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
X			

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☒
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☐
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☐
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☒
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
	X		

- Activities:

1. Unit Task Force ☐
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☒
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☒
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

●	Worked in classrooms	0
●	Were paid	
●	Were: Parent	
	Student teacher	
	Community organization member	
	High school student	
	Other	
●	Average number of hours aides worked per semester	
●	Types of Activities Performed:	
	Tutoring students	
	Marking tests	
	Distributing materials	
	Working in small and large groups	
	Preparing materials	
	Liaison with parents and other outside personnel	
	Bus monitoring	
	Supervising recreational activities in or outside class	
	Classroom maintenance	
	Supervising field trips	
	Other ______________________ _____	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  Consultants ☒
  Technical Assistant Team (TAT) members ☐
  Project director ☐
  Reading specialist ☐
  Classroom teacher ☐
  No indication ☐

- Individuals trained:

  Reading specialist/teacher ☐
  Classroom teachers ☒
  Other staff ☐
  Paraprofessionals ☐
  Parents ☐
  No indication ☐

- Training areas:

Learning theory ☐
Student background and self concept ☐
Language development ☐
Motor and perceptual skills ☐
Right to Read Program ☐
Diagnostic/prescriptive approach ☐

Instructional approach ☒
Instructional materials ☒
Teaching techniques ☒
Classroom organization and management ☐
Evaluation ☐
No indication ☐

- Training Methods:

Group or individual meetings, seminars, workshops, conferences ☒
School visitations, demonstration teaching, classroom observations ☐
University courses ☐
Video taping, audio-visuals, multi-media ☐
No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- UTF Members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☒
No indication ☐

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☒
Needs assessment ☒
Develop diagnostic/prescriptive approach ☐
Identify objectives ☒
Gather data ☐
Complete PPP ☐

Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☒
Develop tests ☐
Evaluation ☐
No indication ☐

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
	X		

- UTF members:

Consultants ☐
Administrators ☒
Reading specialist ☐
Teachers ☒
Parents ☒
Others ☒
No indication ☐

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
	X		

- Types of Activities:

Meet with TATs/consultants ☐
Develop criteria for student selection or placement ☐
Student diagnosis ☐
Identify tutors ☐
Inservice training ☒
Develop community involvement activities ☐

Status and reporting activities ☐
Record progress ☐
Serve on special committees ☒
Review program progress ☒
Information dissemination ☒
Evaluation ☒
No indication ☐

3. Components of Diagnostic/Prescriptive Approach:

Individualized prescription ☐
Identification of student skill levels ☐
Teacher observation ☐
Contracts ☐
Individualized instruction ☐
Progress checklists ☐
Testing ☐
Review case histories ☐
Staff conferences ☐
Student/teacher conferences ☐

Supplementary materials ☐
Games, manipulatives ☒
Audio-Visual, Multimedia ☐
Commercially made programs ☒
Student grouping ☐
Special classes ☐
Skill sessions ☐
Field trips ☐
Reading/language center ☒
Reading specialist, tutors ☐
Language experience approach ☐
Basal text instruction ☐
No indication ☐

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	163
Reading is taught indirectly through other subject matter	290
Special assistance is provided outside the classroom for students in special need of reading help	38
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	141
Reading specialist (responsible for more than one class)	34
Team teachers	0
Students doing cross-age teaching	3
Tutor-specialist	0
Tutor-aide	0
Other	131
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	69
Small groups (5 or fewer students)	78
Large groups (6 or more students)	44
No indication	

---

*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 14

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	100%
Non-Standard English		
Spanish		
French		
American Indian language or dialect		
Japanese		
No indication		

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	34
Code emphasis	41
Linguistics	12
Modified alphabet	0
Responsive environment	15
Programmed learning	22
Individualized reading	30
Language experience	8
Eclectic or teacher's own	6
Other	31
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	16
Other programmed instruction	18
Gaming/simulation	1
Instructional TV	0
Interactive media	1
Intensive involvement	1
Discussion groups	29
Demonstration-performance	52
Lecture	7
Contracts	2
Use of supplementary materials	46
Other	5
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
• Diagnostic reading tests are used with most or all students to determine individual reading needs.	11
• The teacher has formulated or selected specific objectives for each student.	11
• The teacher has formulated or selected specific objectives for the entire class.	11
• The teacher has developed or identified an instrument for measuring attitudes toward reading.	7
• The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	8
• Performance of students is measured in terms of objectives set for each individual.	13
• Performance of students is measured in terms of objectives set for the entire class.	11
• Visible records are kept of class performance.	12
• Records of each student's performance are kept with respect to each objective.	13
• Students are kept informed of their progress.	13
• Students are involved in self-evaluation.	12
• Parents are informed of students' progress.	13
• No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X			X	
Student Behavior					
Student Reading Achievement	X				X
Reading-Related Skills	X		X		
TEACHER					
Teacher Competency					
Teacher Attitude					
Teacher Behavior	X	X			
PARENT/COMMUNITY					
Parent/Community Involvement	X			X	
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction	X	X			
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement			X
Reading-Related Skills			X
Social Skills			X
Attitude	X		
TEACHER			
Competency			X
Attitude			X
Teacher-Student Relations	X		
Teacher-Staff Relations	X		
PARENT/COMMUNITY			
Support			X
Involvement	X		
PROGRAM			
Success of Inservice Training	X		
Program Flexibility			X
Helpfulness of Technical Assistance			X
Significant Changes in Reading Approach			X
Individualization of Instruction	X		
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS ___________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills

___ Increased emphasis on improving student achievement

___ Increased emphasis on improving student attitude

___ More remedial help

X Increased effort to involve parents/community

___ Increased school-parent communications

X More staff training

___ More emphasis on diagnostic-prescriptive approach

___ More emphasis on individualization of instruction

___ Expand program within school/school district

___ More materials/equipment/personnel

___ Increased emphasis on improving teacher competency

___ Increased emphasis on improving teacher attitude

___ Improved evaluation techniques

___ Re-definition of needs

___ Improved communication with HEW

___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___

School: 5301

INDIVIDUAL SITE ASSESSMENT

School: 5301

Grades: 10-12

A. School Characteristics

1. Geographic Region

A	B	C	D	E*	F
				X	

*States in this region are: Colorado, Kansas, Iowa, Missouri, Minnesota, Montana, Nebraska, North Dakota, South Dakota, Utah, Wisconsin, Wyoming

2. Urban-Rural Index

Urban	Suburban	Rural
X		

3. Student Population (Total School)

- Total Reported Enrollment 1324
- Total Students in Each Grade Level

Grade	No. of Students	Grade	No. of Students
K		7	
1		8	
2		9	
3		10	486
4		11	438
5		12	382
6		Spec Ed	18

- Student Ethnicity (Total School)

	Percent
American Indian	0.5
Asian	0.5
Black	6
Mexican American	15
Puerto Rican	
White	78
Other	

B. Right to Read Student Characteristics

1. Amount of Time in Program: 1972-73 School Year

2. Number of Right to Read Students in Each Grade Level and Ethnic Breakdown

Grade	Total No. of Students	Percent						
		American Indian	Black	Mexican American	Asian American	Puerto Rican	White	Other
K								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10	71		6	15			78	
11	46		6	15			78	
12	34		6	15			78	
Spec Ed	9		6	15			78	

3. Reading Gains for 1972-73 School Year*
(see Vol. II V, A for detailed report)

Grade Level	Mean Gain per Month	St. Dev.
10-12 (Site did not report student scores by grade level)	1.4	3.3

- Name of Standardized Test(s) Used: CAT

C. Right to Read Teacher Characteristics

- Total Number Reported: 3

	Mean	Range
Age	26	20-34
No. Years Teaching Experience	3	0-8

Sex	Male	Female
No.		3
Percent		100

Ethnicity	Amr Ind	Asian	Black	Mexican Amer	Puerto Rican	White	Other	No Indication
No.						3		
Percent						100		

Degree	BA or BS	MA or MS	PhD	Other	No Indication
No.	2	1			

Area of Degree	Educ	Soc Sci	Humanities	Fine Arts	Phys Sci	Math	Other	No Indication
No.	2		1					

Job Title	Read Spec	Reading Teacher	Bilingual Spec	Multi Subject	Other	No Indication
No.	1	2				

Residential Index	Inner City	Urban	Suburban	Rural	No Indication
No.			1	2	

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*Total number of classes for which achievement data were reported: 10

- Teacher Attitude Toward Right To Read Features (figures indicate number of teachers responding)

	Effectiveness					
	Excellent	Good	Adequate	Poor	Very Poor	No Indication or Not Included in Program
Parent Involvement					1	2
In-service Training	2			1		
Reading Specialist	3					
Instructional Materials	2		1			

- Teacher Preference Regarding Continuing to Teach in Right To Read Program next year:

	No. of Teachers:
Yes	3
Yes, if changes are made	
Questionable	
No	
No Response	

D. Identification of Project Director

District Supt.	Principal	Reading Specialist	Reading Teacher	Classroom Teacher	Other	No Title Indicated
						X

E. Effectiveness of Right To Read Materials

- Program Planning Procedure (PPP)

Very Useful	Useful	Not Useful	No Indication
	X		

(A document with charts guiding the school in such areas as parent involvement, identification and prioritizing of student needs and objectives, identification of basic reading approaches, materials, and program organizations. Also supplied information on redirection of existing resources to support the new program)

Ways in which PPP was used in program:

Structuring and Planning	Identification of Student/Teacher Needs	Identification of Objectives	Listing Priorities	Ongoing Eval.	No Indication
X					

- Status and Reporting Center (S and RC)

Very Useful	Useful	Not Useful	No Indication
			X

(A document with charts guiding the school in community involvement during planning of activities, and liaison with surrounding schools and Right to Read, Washington, D. C.)

Ways in which S and RC was used:

Program Planning	Student/Teacher Needs Assessment	Task Assignments	Display Program Progress	Reference Source
X	X			

Forecast Outcomes	Information Dissemination	No Indication

F. Technical Assistant Utilization

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
X			

- Technical Assistant Activities:

1. Program planning ☒
2. Program implementation ☐
3. Interpret Right to Read planning materials ☐
4. Work on the Unit Task Force ☐
5. Develop Work Statement/ Proposal ☐
6. Develop or identify curriculum materials ☐
7. Needs assessment ☐
8. Diagnosis/prescription ☐
9. Identify objectives ☐
10. Staff development ☒
11. Identify alternate approaches ☐
12. Develop team teaching ☐
13. Observe classes ☐
14. Advise on parental involvement ☐
15. Recommend consultants ☐
16. Budget planning ☒
17. Evaluation ☐
18. Liaison with Right to Read, Washington, D.C. ☐
19. Plan for 1973-74 program ☐
20. No indication of activity ☐

G. Parent Involvement

- Extent of Involvement

High	Medium	Low	No Indication
		X	

- Activities:

1. Unit Task Force ☒
2. Program planning ☐
3. Program implementation ☐
4. Develop materials ☐
5. Purchase/repair materials ☐
6. Aides, tutors, volunteers ☐
7. Advisory council ☐
8. Workshops, conferences ☐
9. Reading is Fundamental ☐
10. PTA, open house, other traditional meetings ☒
11. Supplementary activities ☐
12. Community relations ☐
13. Information dissemination ☐
14. No indication ☐

H. Teacher Aides

Percentage of Teachers Reporting Aides

Worked in classrooms	100%
Were paid	100%
Were: Parent	
Student teacher	
Community organization member	
High school student	
Other	100%
Average number of hours aides worked per semester	630
Types of Activities Performed:	
Tutoring students	X
Marking tests	X
Distributing materials	X
Working in small and large groups	X
Preparing materials	X
Liaison with parents and other outside personnel	
Bus monitoring	
Supervising recreational activities in or outside class	
Classroom maintenance	X
Supervising field trips	
Other ______________________________	

- Teacher rating of aides' effectiveness (figures indicate number of teachers reporting data)

Very Effective	Effective	Ineffective	Very Ineffective
	3		

I. Program Characteristics

1. Inservice Training:

- Individuals responsible for training:

  ☐ Consultants
  ☐ Technical Assistant Team (TAT) members
  ☐ Project director
  ☒ Reading specialist
  ☐ Classroom teacher
  ☐ No indication

- Individuals trained:

  ☐ Reading specialist/teacher
  ☒ Classroom teachers
  ☐ Other staff
  ☐ Paraprofessionals
  ☐ Parents
  ☐ No indication

- Training areas:

  ☐ Learning theory
  ☐ Student background and self concept
  ☐ Language development
  ☐ Motor and perceptual skills
  ☐ Right to Read Program
  ☒ Diagnostic/prescriptive approach

  ☐ Instructional approach
  ☐ Instructional materials
  ☐ Teaching techniques
  ☐ Classroom organization and management
  ☒ Evaluation
  ☐ No indication

- Training Methods:

  Group or individual meetings, seminars, workshops, conferences ☒
  School visitations, demonstration teaching, classroom observations ☐
  University courses ☐
  Video taping, audio-visuals, multi-media ☐
  No indication ☐

2. Unit Task Force Activities

Planning Phase

- Rating of helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF Members:

  Consultants ☐
  Administrators ☐
  Reading specialist ☐
  Teachers ☐
  Parents ☐
  Others ☐
  No indication ☒

- Frequency of meetings:

Very Frequent	Frequent	Infrequent	No Indication
			X

- Types of Activities:

Meet with TATs ☐
Develop proposal or work statement ☐
Needs assessment ☐
Develop diagnostic/prescriptive approach ☐
Identify objectives ☐
Gather data ☐
Complete PPP ☐
Develop materials ☐
Inservice training ☐
Budget ☐
Information dissemination ☐
Develop tests ☐
Evaluation ☐
No indication ☒

Implementation Phase

- Rating of Helpfulness:

Very Helpful	Helpful	Not Helpful	No Indication
			X

- UTF members:

Consultants ☐
Administrators ☐
Reading specialist ☐
Teachers ☐
Parents ☐
Others ☐
No indication ☒

- Frequency of Meetings:

Very Frequent	Frequent	Infrequent	No Indication
		X	

- Types of Activities:

☐ Meet with TATs/consultants
☐ Develop criteria for student selection or placement
☐ Student diagnosis
☐ Identify tutors
☐ Inservice training
☐ Develop community involvement activities

☐ Status and reporting activities
☐ Record progress
☐ Serve on special committees
☒ Review program progress
☐ Information dissemination
☐ Evaluation
☐ No indication

3. Components of Diagnostic/Prescriptive Approach:

☐ Individualized prescription
☒ Identification of student skill levels
☐ Teacher observation
☒ Contracts
☐ Individualized instruction
☐ Progress checklists
☒ Testing
☐ Review case histories
☐ Staff conferences
☐ Student/teacher conferences

☐ Supplementary materials
☐ Games, manipulatives
☐ Audio-Visual, Multimedia
☐ Commercially made programs
☐ Student grouping
☐ Special classes
☐ Skill sessions
☐ Field trips
☐ Reading/language center
☒ Reading specialist, tutors
☐ Language experience approach
☐ Basal text instruction
☐ No indication

4. Program Location:*

	Mean Number of Semester Hours Reported per Class
Reading is taught as a separate subject	450
Reading is taught indirectly through other subject matter	
Special assistance is provided outside the classroom for students in special need of reading help	30
No indication	

5. Student/Teacher Organization:

	Mean Number of Semester Hours Reported per Class
Single teacher--multi-subjects	
Reading specialist (responsible for more than one class)	183
Team teachers	166
Students doing cross-age teaching	
Tutor-specialist	
Tutor-aide	
Other	
No indication	

6. Student Organization:

	Mean Number of Semester Hours Reported per Class
Individualized reading instruction	250
Small groups (5 or fewer students)	107
Large groups (6 or more students)	113
No indication	

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*Information on items four through ten was obtained by asking teachers to report on each class they taught. Total number of classes for which data were reported: 3

7. Classroom Language (All Classes Combined):

	Language of Instruction (% of Time Language Used)	Native Language of Students (% of Students Speaking Language)
Standard English	100%	54%
Non-Standard English		15
Spanish		28
French		
American Indian language or dialect		
Japanese		
No indication		3

8. Reading Approach:

	Mean Number of Semester Hours Reported per Class
Meaning emphasis	18
Code emphasis	13
Linguistics	
Modified alphabet	
Responsive environment	
Programmed learning	25
Individualized reading	33
Language experience	8
Eclectic or teacher's own	49
Other	304
No indication	

9. Techniques Used for Reading Instruction:

	Mean Number of Semester Hours Reported per Class
Machine-based programmed instruction	28
Other programmed instruction	
Gaming/simulation	
Instructional TV	12
Interactive media	3
Intensive involvement	
Discussion groups	
Demonstration-performance	50
Lecture	67
Contracts	183
Use of supplementary materials	33
Other	60
No indication	

10. Classroom Evaluation Procedures:

	Number of Classrooms in Which Procedure Used
Diagnostic reading tests are used with most or all students to determine individual reading needs.	3
The teacher has formulated or selected specific objectives for each student.	3
The teacher has formulated or selected specific objectives for the entire class.	3
The teacher has developed or identified an instrument for measuring attitudes toward reading.	3
The teacher has developed or identified an instrument for measuring attitudes toward reading for the entire class.	3
Performance of students is measured in terms of objectives set for each individual.	3
Performance of students is measured in terms of objectives set for the entire class.	1
Visible records are kept of class performance.	3
Records of each student's performance are kept with respect to each objective.	3
Students are kept informed of their progress.	3
Students are involved in self-evaluation.	1
Parents are informed of students' progress.	3
No indication	

11. Total Funding for 1972-73 school year: $40,000

J. MAJOR FINDINGS AND RECOMMENDATIONS REPORTED IN PROJECT SELF-EVALUATION

1. Project Objectives and Degree of Accomplishment*

Project Objectives	Objective Was Included at This Site	Degree of Accomplishment			
		Fully Accomplished	Partially Accomplished	Not Accomplished	No Indication
STUDENT					
Student Attitude	X	X			
Student Behavior					
Student Reading Achievement	X	X			
Reading-Related Skills	X	X			
TEACHER					
Teacher Competency	X		X		
Teacher Attitude					
Teacher Behavior	X		X		
PARENT/COMMUNITY					
Parent/Community Involvement	X			X	
Parent Attitude					
PROGRAM					
Information Dissemination					
Individualization of Instruction					
Innovations					
Inservice Training					
Additional Materials, Services or Personnel					

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*Sites may have indicated program success under "Program Objectives and Degree of Accomplishment" or under "Major Findings". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

2. Major Findings*

Major Area	Site Reported Findings Were Satisfactory	Site Reported Findings Were Not Satisfactory	Findings Were Not Reported or Not Clearly Reported
STUDENT			
Reading Achievement			X
Reading-Related Skills			X
Social Skills			X
Attitude			X
TEACHER			
Competency			X
Attitude			X
Teacher-Student Relations			X
Teacher-Staff Relations	X		
PARENT/COMMUNITY			
Support			X
Involvement		X	
PROGRAM			
Success of Inservice Training			X
Program Flexibility			X
Helpfulness of Technical Assistance		X	
Significant Changes in Reading Approach			X
Individualization of Instruction			X
Value of Assistance from Aides/Volunteers			X

SITE DID NOT CLEARLY STATE FINDINGS ________

*Sites may have indicated program success under "Major Findings" or under "Program Objectives and Degree of Accomplishment". The reader should refer to both sections for a complete understanding of how successful the program was according to data in the self-evaluation.

3. Program Recommendations

Recommendations contained within the self-evaluation reports were categorized into the areas listed below. An "X" indicates that the site made a recommendation with regard to that particular area.

___ More emphasis on reading-related skills
___ Increased emphasis on improving student achievement
X Increased emphasis on improving student attitude
___ More remedial help
X Increased effort to involve parents/community
___ Increased school-parent communications
X More staff training
___ More emphasis on diagnostic-prescriptive approach
X More emphasis on individualization of instruction
___ Expand program within school/school district
___ More materials/equipment/personnel
X Increased emphasis on improving teacher competency
___ Increased emphasis on improving teacher attitude
X Improved evaluation techniques
___ Re-definition of needs
___ Improved communication with HEW
___ Continued funding

SITE DID NOT CLEARLY STATE RECOMMENDATIONS ___